

**STATEWIDE TRANSFER AND
ARTICULATION COMMITTEE (STAC):**

2003 PROGRESS REPORT*

July 30, 2003

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*A progress report is a staff paper that presents current information on issues of continuing interest to the Commission. It does not necessarily represent the opinion of the Commission or of individual members.

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SECTION ONE

OVERVIEW

Context and Previous Efforts Related to Transfer Indiana

See Appendix A for a chronology of transfer-related activities in Indiana.

Transfer Indiana Initiative

The Commission for Higher Education launched the *Transfer Indiana* initiative in early 2000. At its April 2000 meeting, the Commission identified the following objectives for the initiative:

1. To develop statewide transfer-of-credit agreements for courses that are most frequently taken by undergraduates;
2. To develop statewide agreements whereby Associate of Arts and Associate of Science programs will articulate fully with related baccalaureate degree programs; and
3. To publicize by all appropriate means, including an electronic website, a master list of course transfer-of-credit and program articulation agreements.

To accomplish these objectives, the Commission established two committees: the Statewide Transfer and Articulation Committee and the Web Site Development Committee. The Commission also committed itself to “make a progress report to the Governor and General Assembly each year regarding the work of the committee on statewide transfer and articulation.” This report fulfills the Commission’s reporting commitment for the first year of the Committee’s activities.

Statewide Transfer and Articulation Committee (STAC)

The membership of STAC consists of two or three representatives from each public institution and includes representation from the Independent Colleges of Indiana (see Appendix B for a list of the members). The Commission appointed Dr. Dan Reagan, former faculty member of the Commission for Higher Education, to represent the Commission and to chair STAC.

STAC held its first meeting on June 20, 2000 and since 2001 has met every month except July. As of May 13, 2003, STAC has met a total of 31 times (four times in 2000, eleven each in 2001 and 2002, and thus far, five times in 2003).

At various times, STAC has made use of state-level sources outside Indiana and national sources to provide information about important developments in transfer and articulation. Some of these sources are listed below, with more detailed source material presented in appendices:

- Ann Bragg, consultant to STAC, Illinois Articulation Initiative (Appendix K)

- Council for Higher Education Accreditation (CHEA) Statement on Transfer and the Public Interest (Appendix L)
- Article by Jan Ignash, who was a consultant to STAC, and Barbara Townsend (Appendix M)
- North Central Association's Higher Learning Commission's Statement on Transfer (Appendix N)

Web Site Development Committee

The membership of the Web Site Development Committee consisted of one representative from each public institution and a representative from the Independent Colleges of Indiana (see Appendix C for a list of the members). The Committee is currently inactive, given that the web site recommended by the Committee and included in the Commission for Higher Education's budget request for the 2001-2003 Biennium remains unfunded.

The Web Site Development Committee met a total of eight times (six times in 2000 and twice in 2001). The Committee worked on three principle tasks: (1) determining whether the statewide web site should be supported by purchasing existing software used in other states or by developing customized software for exclusive use in Indiana, (2) developing a budget for initial implementation and on-going operation of the web site, and (3) recommending an institution to run the web site (Ball State University was selected).

SECTION TWO

ACTION BY THE GENERAL ASSEMBLY

Rep. Ron Herrell (D-Kokomo) introduced HB 1209 to increase transfer of credit among regional and main campuses, especially with respect to credits accepted by regional campuses through articulation agreements with Ivy Tech State College. Following hearings on February 11-12, 2003, which included testimony from Indiana University, Purdue University, and the Commission for Higher Education, the House Committee on Education removed language mandating that articulation agreements reached by regional campuses had to apply at other regional campuses and at the main campuses. The amended bill, which now included references to the Statewide Transfer and Articulation Committee (STAC), was voted out of the House 90-0.

On March 19, the Senate Committee on Education and Career Development removed language that called for an interactive, student-accessible transfer web site, which STAC had supported, but which also had a significant fiscal impact (\$1.3 million in FY2004 and \$600,000 in annual recurring funds). The Senate passed the amended bill by a vote of 49-0.

Representative Herrell consented to the amendments made in the Senate, and the amended bill passed the House 85-0 on March 27. Governor O'Bannon signed the bill on April 14, with the bill becoming law effective July 1, 2003.

The bill passed by the General Assembly (see Appendix D for the full text) amends the Commission's statutory mission and calls on the Commission to:

Direct the activities of STAC;

- Develop through STAC “statewide transfer of credit agreements for courses that are most frequently taken by undergraduates;”
- Develop through STAC statewide agreements for associate degree programs that “articulate fully with related baccalaureate degree programs;”
- “Publicize by all appropriate means, including an Internet web site, a master list of course transfer of credit agreements and program articulation agreements;”
- Submit a progress report to the Legislative Council by August 30th of each year on “the status of the transfer of courses and programs ... [including] any changes made during the immediately preceding academic year.”

SECTION THREE

PRINCIPLES GUIDING TRANSFER AND ARTICULATION IN INDIANA

At its August 30, 2001 meeting, STAC met with a consultant retained by the Commission for Higher Education, Dr. Jan Ignash, who coordinates the doctoral program in higher education at the University of South Florida and is nationally recognized for her work on statewide transfer practices and policies. At that meeting, Dr. Ignash presented a detailed report on policies in four states that have good transfer systems: Illinois, Maryland, Missouri, and Ohio. As a part of her report, Dr. Ignash extracted a set of principles from these four states for Indiana to consider in developing a set of principles for use here. In all four states studied, as well as in other states with highly regarded transfer systems, an important element of success was clear state policy on transfer and articulation.

Based in part on the work just cited, a set of principles was drafted and discussed by STAC at its October 30, 2001 meeting. In the ensuing months, additional drafts of the *Principles Guiding Statewide Transfer and Articulation* were extensively discussed by STAC, and STAC members were encouraged to distribute the drafts as widely as possible on all campuses. At its April 26, 2002 meeting, STAC agreed that the *Principles* were sufficiently developed to go to the Commission for action. However, the Committee stressed that since this was the first time that Indiana had put in place a comprehensive statewide policy on transfer and articulation, it would be important to review the *Principles* in a year to see if any changes were needed.

At its May 10, 2002 meeting, the Commission approved the *Principles Guiding Statewide Transfer and Articulation in Indiana* (see following two pages) and requested STAC to review these policies in one year and report back to the Commission to determine if any modifications were needed. The Commission requested that the results of this review be included in STAC's annual progress report. At this point, STAC concludes that there is no reason to modify the *Principles* that were adopted last year.

Several of the principles call for specific actions to be taken. For example, principle #12, "Responsiveness to Student Problems," calls for transfer coordinators to be identified on each campus. All of the public campuses have now supplied contact information for a transfer coordinator and/or transfer office, and most of the independent campuses have done so as well (see Appendix E). This information is now available on the Commission for Higher Education's web site (<http://www.che.state.in.us/AcademicAffairs/TransferContacts.htm>).

Another principle – #9, "Wide Communication" – calls for program articulation agreements and course-to-course transfer equivalencies to be "communicated in an easily understood fashion and format to a wide range of audiences ..." Consistent with this principle, a list of degree program articulation agreements between Ivy Tech State College and Vincennes University and the four-year campuses will soon be available on the Commission's web site.

Finally, principle #8, "Constructive Evaluation," describes the essence of a system to track transfer students and monitor their success in making academic progress and completing their degrees. The Commission staff has identified students who began as first-time students in Fall 1999 at either Ivy Tech or Vincennes and transferred to a public university between FY2000-FY2002. The intention is to share this information with the institutions in order to begin full implementation of this tracking system.

Principles Guiding Statewide Transfer and Articulation* in Indiana

May 2, 2002

1. **Faculty Primacy.** Faculty members from both two- and four-year institutions have primary responsibility for developing and maintaining statewide articulation agreements and agreements on course-to-course transfer equivalencies.
2. **Equal Partners.** While recognizing that degree-granting authority remains entirely within the board of trustees of each institution, associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of education for students who pursue baccalaureate degrees, and should collaboratively promote best practices in the delivery of general education curricula.
3. **Collective Responsibility.** All institutions and campuses share a responsibility for enhancing statewide transfer and articulation.
4. **Comparable Treatment of Students.** Once admitted to the institution and degree program, transfer students should be treated comparably to “native” students by the receiving institution.
5. **Course-to-Course Transfer.** Statewide articulation agreements should be formulated as much as possible on course-to-course transfer equivalencies in order to accommodate students who transfer prior to completing their associate’s degree. Course-to-course equivalencies should be determined by examining course syllabi and other material, such as course and student learning objectives.
6. **Articulation for Majors.** To the fullest extent possible, articulation agreements should be developed for specific program majors in all liberal arts, pre-professional, professional, and occupational fields, with priority given to those majors that enroll large numbers of students.
7. **Inclusion of Independents.** Independent institutions should be encouraged to participate in statewide articulation agreements.
8. **Constructive Evaluation.** A statewide evaluation system should monitor the progress and degree completion of transfer students, the results of which should be examined to improve statewide transfer and articulation. Such a system should utilize Student Information System (SIS) data and be supplemented with additional institutional data, which should be analyzed through a coordinated, statewide effort. Participating institutions should develop procedures to monitor the progress and degree completion of transfer students, and the results should be shared and examined to improve statewide transfer.

9. **Wide Communication.** Articulation agreements and course-to-course transfer equivalencies should be communicated in an easily understood fashion and format to a wide range of audiences, including students, faculty, counselors, advisors, and admissions officers.
10. **Currency.** Statewide articulation and course-to-course transfer equivalencies must be updated on a frequent and regular basis.
11. **Multi-Directional Transfer.** As appropriate, these principles, including the need for statewide course-to-course transfer equivalencies, should apply to all transfer directions, including “lateral” transfers (four-year-to-four-year and two-year-to-two-year institutions), “reverse” transfers (four-year-to-two-year institutions), and “swirling” transfers (students who transfer among several institutions or who enroll simultaneously at two or more institutions).
12. **Responsiveness to Student Problems.** Processes should be developed by and among institutions to address student-specific, transfer-related complaints and problems. Transfer coordinators should be identified at each campus and recurring, persistent problems of significance should be brought to the attention of STAC.
13. **Appropriate Timing of Transfer.** Students should be advised that the timing of transfer is important and the optimal time for transfer may vary depending upon circumstances**.

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* As used in this document, the term articulation refers to an agreement, which is typically worked out on a course-to-course basis, by which a student who completes a two-year degree can apply all or almost all of the associate degree coursework toward meeting the requirements of a related baccalaureate degree, thus enabling the student to complete the four-year degree with two additional years of full-time study.

** For some students, it may be appropriate to transfer from a two-year institution to a four-year institution as soon as possible, whereas it may be appropriate for other students to transfer after earning the associate degree. For students with significant academic deficiencies, it may be optimal to complete their remediation at the Community College of Indiana along with at least some general education courses prior to transferring.

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These principles are in part based on:

Jan M. Ignash and Barbara Townsend, “Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues,” Community Colleges: Policy in the Future Context (Westport, Conn.: Ablex Publishing, 2001); and Jan M. Ignash, “Transfer and Articulation in Illinois, Maryland, Missouri, and Ohio: Implications for Indiana,” August 2001.

SECTION FOUR
ARTICULATION OF VINCENNES UNIVERSITY
A.A. AND A.S. DEGREES

In response to a request from the Commission for Higher Education, STAC gave initial priority to developing articulation agreements for the Vincennes University A.A./A.S. degree programs that were authorized by the Commission for delivery to Community College of Indiana (CCI) sites. By the September 20, 2001 meeting of STAC, articulation agreements had been concluded with all public four-year campuses for all eight concentrations of the Vincennes degree and for all CCI sites. For the A.A. degree, and depending upon the concentration, an average of between 60.5 and 62.0 credit hours transferred into a related baccalaureate degree, with an average of between 60.4 and 62.7 credit hours still needed for the student to complete the degree requirements for the bachelor's degree (see table below). For the A.S. degree, an average of between 59.9 and 61.1 credit hours transferred, with an average of between 62.1 and 63.5 credit hours still needed for the student to complete the baccalaureate degree.

It is significant to note that this was the first time in the state's history that statewide articulation agreements were concluded for an associate degree program with every public university campus.

Summary of Articulation of the Vincennes University A.A./A.S. Degrees Offered at Community College of Indiana Sites

Concentration	Associate of Arts (A.A.) Degree		Associate of Science (A.S.) Degree	
	Average Number of Credit Hours:		Average Number of Credit Hours:	
	Transferring	Needed To Complete Bachelor's	Transferring	Needed To Complete Bachelor's
1 English	60.7	62.4	60.4	62.7
2 History	60.9	62.1	60.1	62.9
3 Philosophy	61.7	61.3	There is no A.S. concentration in Philosophy	
4 Political Science	60.8	62.4	61.1	62.1
5 Psychology	60.9	62.4	59.9	63.5
6 Sociology	61.1	62.1	60.0	63.2
7 Liberal Arts	62.0	60.4	59.9	62.5
8 Pre-Law	60.5	62.7	60.6	62.6

SECTION FIVE

COMPARISON OF PROGRAMS THAT TRANSFER

The following tables describe the extent to which associate degree programs from Ivy Tech State College and Vincennes University articulate with baccalaureate degree programs offered by Indiana's public, four-year campuses. HB 1209 required that the number of degree programs that articulated in FY2002 be compared with the number that articulated in FY2003. Because Ivy Tech and Vincennes reported the actual date by which the articulation agreement became effective, a more detailed description of articulation agreements can be provided than HB 1209 required. More specifically, the tables that follow report the annual number of articulation agreements reached by the two institutions for the period 1988-2003, along with a cumulative total.

It should be noted that in the case of Vincennes University, the table does not reflect long-standing articulations, for which no formal articulation agreement in a contemporary format is available. Vincennes is now in the process of documenting these agreements in a formal, contemporary format. At this time, an estimate of the number of such agreements is not available.

**Articulations between Ivy Tech State College and Four-Year Campuses,
by Year Agreement Was Effective, 1998-2003**

	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003*</u>	<u>Total</u>
IU (SoN)	9	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	10
IUB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
IUE	-	-	-	-	-	-	-	-	-	1	-	-	-	-	2	-	3
IUK	-	-	-	-	-	-	-	-	-	2	-	-	-	-	10	-	12
IUN	-	-	-	-	-	-	-	-	-	1	-	-	-	-	9	-	10
IUSB	-	-	-	-	-	-	-	-	-	-	1	2	-	-	15	-	18
IUS	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
IUPUI	-	-	7	-	4	-	-	5	-	-	3	4	3	1	9	103	139
IUPUI-C	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
IU Subtotal	9	-	8	-	4	-	-	5	-	4	4	6	4	1	46	103	194
PUWL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
PUC	-	-	-	-	-	-	-	-	-	11	-	-	-	1	-	9	21
PUNC	-	-	-	-	-	-	-	-	-	-	-	5	-	-	1	-	6
IPFW	-	-	-	-	-	-	-	-	-	155	-	-	-	-	43	47	245
PU Subtotal	-	-	-	-	-	-	-	-	-	166	-	5	-	1	44	56	272
BSU	-	-	-	-	-	-	-	-	-	11	21	10	53	-	10	-	105
ISU	-	-	-	-	-	-	-	-	6	204	-	11	-	43	42	12	318
USI	10	-	44	-	-	-	-	2	-	41	-	4	36	24	-	-	161
Annual Total	19	0	52	0	4	0	0	7	6	426	25	36	93	69	142	171	1,050
Cumulative Total	19	19	71	71	75	75	75	82	88	514	539	575	668	737	879	1,050	

*First half of the year only

**Articulations between Vincennes University and Four-Year Campuses,
by Year Agreement Was Effective, 1998-2003**

	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003*</u>	<u>Total</u>
IU (Kelley Sch)	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	-	13
IUB	-	-	-	-	-	-	-	2	-	-	-	-	-	80	-	-	82
IUE	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IUK	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IUN	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IUSB	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IUS	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IUPUI	-	-	-	-	-	-	-	1	-	1	33	-	12	80	1	-	128
IUPUI-C	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
IU Subtotal	-	-	-	-	-	-	-	3	-	1	33	-	25	560	1	-	623
PUWL	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
PUC	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
PUNC	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
IPFW	-	-	-	-	-	-	-	-	-	-	-	-	-	80	-	-	80
PU Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	320	-	-	320
BSU	-	-	-	-	-	-	-	2	-	4	1	-	-	80	-	-	87
ISU	-	-	-	-	-	-	-	1	-	2	20	-	-	89	12	15	139
USI	-	-	-	-	-	-	-	-	-	-	33	1	-	80	-	-	114
Annual Total	0	0	0	0	0	0	0	6	0	7	87	1	25	1,129	13	15	1,283
Cumulative Total	0	0	0	0	0	0	0	6	6	13	100	101	126	1,255	1,268	1,283	

*First half of the year only.

Note: table does not reflect long-standing articulations, for which no formal articulation agreement in a contemporary format is available

SECTION SIX

COMPARISON OF COURSES THAT TRANSFER

The following table describes the extent to which courses from Ivy Tech State College and Vincennes University are accepted for transfer by Indiana's public, four-year campuses. As required by HB 1209, the table reports, to the extent possible, the number of courses that were accepted for transfer in FY2002 and the number accepted in FY2003.

Three Purdue campuses were unable to report FY2002 data for either two-year institution because lists of courses that transfer are updated on a rolling bases, and no "snapshots" were taken to allow for consistent points of comparison between one year and the next. While the list of courses that transfer will be continually updated, as they have in the past, these three campuses will use a snapshot of FY2003 data to serve as a basis for establishing trend data for next year's report. One IU campus is unable to report data for Vincennes University for either year at this time.

The data reported in the tables represent the number of courses that the four-year campus will accept toward meeting degree requirements, including courses that are accepted as elective credit. The numbers reported include both old and current courses, e.g. if a course underwent a significant revision that was accompanied by a new course number and title, both the former and current identities are included and counted, since the university must carry the old identity to accommodate students who took the course before it was revised.

July 25, 2003

**Number of Courses That Transfer
From Public Two-Year to Public Four-Year Campuses**

	Ivy Tech State College			Percent Change	Vincennes University			Percent Change
	FY2002	FY2003	Difference		FY2002	FY2003	Difference	
IU Bloomington	15	33	18	55%	573	573	0	0%
IU East	36	36	0	0%	n/a	n/a	n/a	n/a
IU Kokomo**	44	59	15	25%	175	175	0	0%
IU Northwest	69	69	0	0%	788	788	0	0%
IU South Bend	204	204	0	0%	83	83	0	0%
IU Southeast**	77	77	0	0%	798	798	0	0%
IUPUI**	207	394	187	47%	1,250	1,250	0	0%
Subtotal, IU	652	872	220	25%	n/a	3,667	n/a	n/a
Purdue West Lafayette	n/a	35	n/a	n/a	n/a	1,490	n/a	n/a
Purdue Calumet*	774	908	134	15%	564	686	122	18%
Purdue North Central*	n/a	201	n/a	n/a	n/a	275	n/a	n/a
IPFW	n/a	432	n/a	n/a	n/a	1,146	n/a	n/a
Subtotal, Purdue	n/a	1,576	n/a	n/a	n/a	3,597	n/a	n/a
Ball State	255	269	14	5%	229	241	12	5%
Indiana State	674	691	17	2%	660	681	21	3%
USI**	611	851	240	28%	1,073	1,073	0	0%
Total, All Institutions	n/a	4,259	n/a	n/a	n/a	9,259	n/a	n/a

No asterisk indicates statewide transfer (from any Ivy Tech campus),
one asterisk indicates transfer from only the local Ivy Tech campus, and
two asterisks indicate a mix of local and statewide transfer.

SECTION SEVEN

FOUR DISCIPLINE SUB-COMMITTEES

Based on the experience of other states that have good transfer systems, STAC created four sub-committees, which were charged with developing statewide articulation agreements between associate degree programs offered by the Community College of Indiana partners and baccalaureate programs offered by public four-year institutions. Sub-committees in the following disciplines were created:

- Business Administration
- Computer Information Systems
- Early Childhood Education
- Electronics Technology

In FY2001, the number of students enrolled at Ivy Tech and Vincennes in associate degree programs in these four disciplines – including both A.S. and A.A.S. programs – totaled 12,974 headcount students, which represented 17.7 percent of all 73,139 headcount students enrolled in associate degree programs at the CCI partner institutions. The FTE enrollment in these programs totaled 6,414, which represents 24.9 percent of the total associate degree program enrollment, and the proportion of associate degree recipients in these four disciplines is even higher – 29.0 percent (1,036 degrees out of 3,568).

The institutions were invited to send representatives to each committee, which was chaired by a member of STAC (see Appendices F-I for the membership of these sub-committees). Since the use of discipline sub-committees as a device for addressing transfer was new to Indiana, STAC decided that the Business Administration Sub-Committee should meet first so that its experiences could inform the subsequent activities of the other three sub-committees. The Business Administration Sub-Committee had its first meeting in October 2002, while the other three sub-committees began their work during December 2002 – February 2003 (see schedule below for specific meeting dates).

Month	----- Discipline Sub-Committees and Chairpersons -----			
	Dr. Tom Sawyer	Dr. Tom Lowe	Dr. Marnia Kennon	Dr. Phil Pierpont
	Business Administration	Early Childhood Development	Electronics Technology	Computer Information Systems
October 2002	23 rd , 10:00am-noon			
November 2002	20 th , 10:00am-noon [Accounting]			
December 2002		6 th , 10:00am-noon		
January 2003	15 th , 10:00am-noon [Business Law]	17 th , 10:00am-noon	28 th , 10:00am-noon	

February 2003	19 th , 10:00am-noon [Business Statistics]	14 th , 10:00am-noon	25 th , 10:00am-noon	12 th , 10:00am-noon
March 2003		7 th , 10:00am-noon		5 th , 10:00am-2:00pm
April 2003	16 th , 10:00am-noon [Mgmt. Info. Sys.]	4 th , 10:00am-noon	29 th , 10:00am-noon	9 th , 10:00am-2:00pm
May 2003	28 th , 10:00am-noon [Full Committee]			21 st , 10:00am-2:00pm
June 2003				

The remainder of this section consists of the progress reports from the four discipline sub-committees. It must be recognized that in all four cases, the work of the Discipline Subcommittees is ongoing and continuous. Hence, what follows should be considered interim reports, with the knowledge that additional progress is expected and further developments may have occurred subsequent to the filing of this report.

Business Administration

Background

Consistent with its charge, the Business Administration Sub-Committee reviewed the following associate degrees offered by Ivy Tech State College and Vincennes University:

Business Administration	Ivy Tech State College (21 sites)
Business Administration	Vincennes University

Progress Made

The Business Administration Pathways Committee met seven times, three times as a committee of the whole and four times with different faculty representing four business tools courses (i.e., accounting, business statistics, business law, and information systems). The sub-committee was able to open doors to better communication and understanding among the various four-year and two-year institutions. The members were able to come to agreement on course equivalencies among the four-year institutions (see course grids in the appendix) and between the two- and four-year institutions (see below). The group, starting in the fall 2003, will begin developing full 2+2 program agreements among the two- and four-year institutions including appropriate general education requirements. Further, the group wants to discuss the impact of the Community College of Indiana's impact on statewide agreements. Finally, the group has decided that they wish to meet regularly to continue the discussions started during this past academic year.

Articulation Agreements in Place

The following are the 2+2 program agreements currently in place:

Ball State University has a statewide agreement with both Ivy Tech State College (since 1998) and Vincennes University (since the early eighties).

Indiana State University has a statewide agreement with both Ivy Tech State College (since 1997) and Vincennes University (since the early seventies).

University of Southern Indiana has a statewide agreement with both Ivy Tech State College (since 1999) and Vincennes University (since the late eighties).

Other institutions have local agreements with Ivy Tech State College such as:

Indiana University-Bloomington ... currently under review for both ITSC and VU

Indiana University-Kokomo with ITSC Region 5 (Kokomo Campus)

Indiana University-South Bend with ITSC Region 2 (South Bend Campus)

Indiana University-East with ITSC Region 6 (Richmond Campus)

Indiana University Northwest with ITSC Region 1 (Gary Campus)

Indiana University-Southeast with ITSC Region 13 (Sellersburg Campus)

Indiana University Purdue University Columbus with ITSC Region 10 (Columbus Campus)

Indiana University Purdue University Fort Wayne with ITSC Region 3 (Fort Wayne Campus)

Indiana University Purdue University Indianapolis with ITSC Region 8 (Indianapolis Campus)

Purdue University-Calumet with ITSC Region 1 (Gary Campus)

Purdue University-North Central with ITSC Region 1 (Valparaiso Campus)

Purdue University-West Lafayette... currently under review for both ITSC and VU

All other institutions have agreements with Vincennes University except IU-Bloomington and PU-West Lafayette, which agreements are currently under review.

Course Equivalencies in Place

The following tables outline the course agreements reached between the two- and four-year institutions: Note: In the Appendix is a similar set of tables for four-year to four-year.

Ivy Tech State College

	ACC	ACC	BUS	BUS	CIS	ECN	ECN	ECN	OAD	OAD
	101	102	102	230	101	201	202	207	216	
BSU	ACC 201	ACC 202	BL 260	ECON 221	BIT 210	ECON 202	ECON 201	NEC	NEC	BIT 241
ISU	BUS 201	BUS 202	BUS 263	BUS 205	BUS 170	ECON 200	ECON 201	NEC	NEC	NEC
IUB	UR	UR	UR	UR	UR	UR	UR	NEC	UR	UR
IUK	BUS A201	BUS A202	BUS L201	NEC	NEC	ECON 201&202=	ECON 202	NEC	NEC	NEC
IUNW	BUS A201	BUS A202	BUS L201	ECON E270	CIS A106	ECON E104	ECON E103	UD/ECON	UD/ECON	UD/ECON
IUPUC	BUS A201	BUS A202	BUS L203	ECON E270	NEC	ECON E202	ECON E201	NEC	RE BUS X204	RE BUS X204
IUPUFW	BUS A201	BUS A202	RE/UD BUS	UD BUS	UD CS 106	UD	UD	NEC	UD	UD
IUPUI	RE BUS A201 if BOTH are taken with grades of A in each		BUS L203	NEC	CSCI N100 or CPT 106	ECON E202	ECON E201	NEC	NEC	NEC
IUSB	BUS A201	BUS A202	BUS L201	UD	CSCI A106	ECON E103	ECON E100	TO/K201	UD	UD
IUSE	BUS A201	BUS A202	BUS L201	UD	CSCI A106	ECON E103	ECON E100	TO/K201	UD	UD
PUWL	TO/MGT 200	TO/MGT 201	RA/MGT354	NEC	CPT 135			NEC	NEC	NEC
PUC	RE MGT 200	NEC	UD MGT	UD MGT	CIS 204	ECON 252	ECON 251	NEC	UD MGT	UD MGT
PUNC	MGT 200	NEC	UD GBG 260	UD STAT	RE/UD CPT 107	UD ECON 210	NEC	NEC	RE GEN COM 114	RE GEN COM 114
USI	ACCT 201	ACCT 202	BLAW 263	ECON 265	CIS 151	ECON 209	ECON 208	CIS 261	ASBE 231	ASBE 231

***RA=REVIEW & APPLY**

***TO = TEST OUT**

***UD = UNDISTRIBUTED**

***UR=UNDER REVIEW**

COURSE TO COURSE COMPOSITE GRID

Vincennes University

	ECON	ECON	ACCT	ACCT	BLAW	STAT	COMP
	201	202	201	202	203	MGMT 265	COMP 201
BSU	ECON 201	ECON 202	ACC 201	ACC 202	BL 260	ECON 221	CIS 151
ISU	ECON 201	ECON 200	BUS 201	BUS 202	BUS 263	BUS 205	E
IUB	UR	UR	UR	UR	UR	UR	UR
IUK	ECON E201	ECON E202	BUS A201	BUS A202	BUS L201	ECON E270	NEC
IUNW	ECON E103	ECON E104	BUS A201	BUS A202	ECON E270	ECON E270	UD
IUPUC	ECON E201	ECON E202	BUS A201	BUS A202	BUS L203	ECON E270	CPT 107
IUPUFW	ECON E201	ECON E202	BUS A201	BUS A202	UD BUS	E ECON E270	TO/E
IUPUI	ECON E201	ECON E202	TO BUS A201	TO BUS A202	BUS L203	ECON E270	BUS K201
IUSB	ECON E103	ECON E104	BUS A201	BUS A202	BUS L201	ECON E270	NEC
IUSE	ECON E103	ECON E104	BUS A201	BUS A202	BUS L201	ECON E270	NEC
PUWL	ECON 251	ECON 252	TO/ MGMT 200	TO/ MGMT 201	RA/ MGMT 354	NEC	TO/CIS235
PUC	ECON 251	ECON 252	MGT 200	MGT 201	MGT 354	MGT 225	TO/E
PUNC	ECON 251	ECON 252	MGT 200	MGT 201	UD GBG 260	E	NEC
USI	ECON 208	ECON 209	ACCT 201	ACCT 202	BLAW 265	ECON 265	CIS 261

* **E** = ELECTIVE

***NEC**=NO EQUIVALENT COURSE

***RA** = REVIEW & APPLY

***TO** = TEST OUT

* **TO/COURSE** = IF YOU PASS THE TEST YOU ENTER CLASS INDICATED

* **UD** = UNDISTRIBUTED

***UR** = UNDER REVIEW

Unresolved Issues

The sub-committee has three unresolved issues to resolve. They are (1) determining the impact of the Community College of Indiana on current and future agreements, (2) establishing a process for regular review of course and program agreements, and (3) completing the remaining program agreements between the two- and four-year institutions and among the four-year institutions.

Timetable for Fall 2003 Activities

The next meeting of the sub-committee is Friday, September 19th at 10:00 am. The sub-committee will continue to meet two to three times a semester throughout the 2004 academic year.

Computer Information Systems

Background

Consistent with its charge, the Computer Information Systems Sub-Committee reviewed the following associate degrees offered by Ivy Tech State College and Vincennes University:

Computer Information Systems	Ivy Tech State College (22 sites, 14 regions)
Computer Information Technology	Vincennes University

Progress Made

As part of its Spring 2003 meetings, the Computer Information Technology/Systems Subcommittee was able to make several determinations. First, the subcommittee discovered, as we might have guessed, that the various programs come at the business of computer information systems in different ways. In general, the Vincennes University and Ivy Tech programs, while both designed for transfer, have a decidedly industry entry emphasis. Both include substantial components leading to certifications at various levels in CISCO, A+ Certification, and Microsoft softwares. In contrast, the four year programs have a heavily theoretical and foundations approach in their first two years. Second, the Indiana University programs tend to be fairly alike, with similar course numbers and similar course titles. The Purdue, West Lafayette programs are more oriented toward computer engineering technology and have relatively few course equivalents to the VU and Ivy Tech courses. In contrast, the Purdue-Calumet program did offer a significant number of course equivalencies. Third, the four-year programs, which were offered as somewhat compatible to the VU and Ivy Tech programs, include the following:

1. IUPUI, no single program exactly compatible; the closest is the B.S. in Computer Engineering;
2. IU-Northwest, BS, in Computer Information Systems;
3. IU-Southeast, B.S. in Computer Science, with two emphases, Information Systems and Mathematics;
4. IU-East, B.S. in Business with a concentration in Management Information Systems;
5. Purdue-West Lafayette, B.S. in Telecommunications and Networking Technology;
6. Purdue-Calumet, B.S. in Computer Technology;
7. Ball State opted out of the discussions early on because the representative felt that it had no comparable program;

8. Indiana State University, B.S. in Computer Information Systems;
9. University of Southern Indiana, B.S. in Business, with an information systems concentration.

We did reach agreement early in the process that courses would be regarded as equivalent if their content was at least 80% the same. We further agreed that we would attempt to develop program agreements that would indicate what the transferring VU or Ivy Tech student would need to do to complete the relevant B.S. degree. Such agreements might not be 2+2 agreements in the purest sense, but they would be roadmaps leading to the B.S. degree.

Articulation Agreements in Place

While no new articulation agreements have been developed to-date, we are on the pathway to such agreements. Further, when we began this process, VU and Ivy Tech already had some existing 2+2 agreements in place. VU had already developed a 2+2 for its Computer Information Technology with the Business School at ISU. Ivy Tech has a similar agreement with ISU, and also has agreements in place with USI and IU-East (there is a possibility that IU-E will discontinue this program). IU-Northwest indicated that it originally developed an Information Systems 2+2 in 1993 with Ivy Tech, but that it had not been reviewed in detail since then.

Course Equivalencies in Place

When this process began, the VU program, Computer Information Technology, requested articulation primarily with the "major program requirements" of that program – a total of 10 courses, while the review for the Ivy Tech program involved a total of 27 courses. Since this articulation effort began, we have established or confirmed the following numbers of course equivalencies:

1. VU and Ivy Tech: 13 courses, with several still under review;
2. ISU: 10-VU; 21-Ivy Tech
3. USI, participated in only 1 full meeting: no fully reaffirmed courses at this time;
4. IUPUI: 4-VU; 15-Ivy Tech (includes 9 as undistributed Tech 100 or 200)
5. IU-Northwest: 8-VU (including one CSCI undistributed elective); Ivy Tech-18 (including 10 DPIS and CSCI undistributed electives)
6. IU-Southeast: VU-6; Ivy Tech-13 (including one undistributed elective);
7. IU-East: VU-3; Ivy Tech-Sheet missing
8. PU-Calumet: VU-5; Ivy Tech-10, and several are still under review.

Unresolved Issues

There are still some unresolved issues:

1. We have concluded that some campus visits will be necessary. These have not yet been planned.
2. We are still equivocal regarding the likelihood of site-by-site agreements, or blanket statewide agreements. The issue was raised at the 5/21/03 meeting, but it seemed clear that some of the 4-year schools retain some concern for consistency and rigor throughout multi-campus systems like VU and Ivy Tech.

Timetable for Fall 2003 Activities

It is likely that we will need to meet during the 2003-04 academic year. Some of the members have asked for summer meetings, but others are scheduled for summer teaching and/or time away from their campuses.

Early Childhood Education

Background

Consistent with its charge, the Early Childhood Education Sub-Committee reviewed the following associate degrees offered by Ivy Tech State College and Vincennes University:

Early Childhood Education
Education

Ivy Tech State College
Vincennes University

Progress Made

Articulation Agreements in Place

Course Equivalencies in Place

Unresolved Issues

Timetable for Fall 2003 Activities

Because of changes made by the national accrediting body for teacher education programs, the National Council for Accreditation of Teacher Education (NCATE), and corollary changes made by the Indiana Professional Standards Board, colleges of teacher education were given greater flexibility with respect to the design of their teacher education curricula. After having met a number of times, the Early Childhood Education Sub-Committee reports that this new flexibility and subsequent curricular changes present special challenges to developing articulation agreements between the associate degrees offered by Ivy Tech and Vincennes and the baccalaureate teacher education programs offered by many institutions. Commission staff will work with the Sub-Committee leadership, the deans of the colleges of teacher education, and the Indiana Professional Standards Board to develop a basic understanding of how best to proceed and make progress in this area.

Electronics Technology

Background

Consistent with its charge, the Electronics Technology Sub-Committee reviewed the following associate degrees offered by Ivy Tech State College and Vincennes University:

Electronics Technology
Electronics Technology

Ivy Tech State College (15 sites, 12 regions)
Vincennes University (1 site)

Progress Made

During the 2003 spring semester, the Electronics Technology Sub-Committee completed the following:

- *Reviewed existing transfer opportunities and curricula in electronics between four-year institutions and two-year institution:* See below for further information.
- *Identified issues in articulation in the field and determined how they will affect the committee's work:* ITSC and VU have already articulated their electronics programs with ISU, and BSU does not offer electronics; therefore the issue in expanding articulation lay with the Purdue programs. ABET accreditation is a critical factor in such articulation: all Purdue BS's in Electrical Engineering Technology are ABET accredited. An ABET-accredited program may articulate with a non-ABET accredited program, but must show validation that the courses being articulated are consistent with ABET standards. Six credits in calculus are required for ABET-accredited, associate-degree programs; all courses in the major that are taught after the first year have either calculus co-requisites or pre-requisites. Neither the VU or ITSC programs requires calculus.
- *Identified the core pre-calculus courses in Electronics:* The courses/course areas are AC and DC Circuits (two courses), Analog Electronics 1, Digital 1, Digital 2, and Microprocessors.
- *Shared copies of syllabi in those six course areas:* A grid of a potential crosswalk of those course areas across the Purdue, VU, and Ivy Tech campuses is under development to guide the articulation process.
- *Agreed to articulation policies and procedures:* *Articulation for a program at a given campus will consist of a review of course syllabi, detailed course outlines, sample exams, sample assignments including laboratory exercises, a detailed list of course learning outcome objectives, and the assessment of those measurable objectives, as well as the name and contact information of the course instructor who could verify the course's content, delivery, and other issues including an on-site evaluation of facilities and laboratory equipment. Credentials of faculty who instruct the course are to be included in the review process.*
- *Began work on a campus visit schedule:* In process, with work scheduled to begin in summer 2003.

Articulation Agreements in Place

Ball State:	Does not offer degree programs in electronics. Industry and Technology does course-by-course and program-by-program articulations: a Graphic Arts Management articulation with VU that is course-by-course, and a two+two program articulation and course-by-course articulations for the BS in Industrial Technology with ITSC (statewide).
PU-C:	Offers the AS and BS in Electrical Engineering Technology: some course-by-course articulations in electronics with ITSC in Gary, none with VU.
PU-WL:	Offers the AS and BS in Electrical Engineering Technology: no agreements with either VU or ITSC.
IUPUI:	Offers the AS and BS in Electrical Engineering Technology: has a formal agreement with VU, working with ITSC-Indianapolis on course-by-course basis.

- PU at IU-K: Offers the AS and BS in Electrical Engineering Technology through the PU Statewide School of Technology: no formal agreement with either ITSC or VU.
- IPFW: Offers the AS and the BS in Electrical Engineering Technology: course-by-course articulations with ITSC (statewide), none with VU.
- ISU: Offers the AS and BS in Electronics Technology: two+two, AS to BS, agreements and course-by-course articulations in electronics with both ITSC (statewide) and VU.
- PU-NC: Offers the AS in Electronics Technology: working with ITSC-Valparaiso on a program-by-program basis in technology areas.

Course Equivalencies in Place (Courses specific to the major only)

ISU and ITSC:	10 (Statewide agreement; applies to all ITSC campuses)
VU and ISU	19
VU and IUPUI	5
IPFW and ITSC-FW	4
PU-C and ITSC-Region 1	___

Unresolved Issues

None of the campus visits have yet occurred. The committee will need to determine procedures by which barriers to articulation, if they occur, can be addressed, so that articulation can proceed.

Timetable for Fall 2003 Activities

The committee will work through the Fall 2003 semester and probably into the Spring 2004 semester to complete the 13 campus visits.

SECTION EIGHT

MOST FREQUENTLY TAKEN COURSES

During the second half of 2000, STAC began working on identifying transfer equivalencies for the most frequently taken courses by undergraduates. Implementing this objective involved two major tasks: (1) identifying which courses were taken most frequently and (2) determining transfer equivalencies for these most frequently taken courses at each two- and four-year campus.

Pursuant to the first task, the Commission for Higher Education requested each institution to report the duplicated headcount enrollment for each of the 150 most frequently taken courses by undergraduates during the Fall 1999 semester. The four-year institutions sent a data file for each campus, whereas Vincennes University and Ivy Tech State College aggregated their data at the institutional level. Data for all sections of a course were combined into a single total for that course. The Commission and Indiana State University then worked together to group courses based on similarity in course title. The files from each institution or campus were then merged and ranked.

With respect to the second task, the institutions then carefully examined the top forty most frequently taken courses (see Table 1) to determine if, in fact, the courses grouped by title were equivalent or if not, could they nonetheless satisfy elective requirements. The results of this examination are captured in large grids (known in STAC as TINgrids), which describe how a course taken at one campus is accepted by every other campus in the public sector. For purposes of illustration, TINgrids have been provided for the following four disciplines:

- American History
- English Composition I
- College Algebra
- Microbiology

For the 40 most frequently taken courses, this amounts to over 11,000 separate decisions about transfer equivalency that need to be made for all 16 campuses in the public sector (for purposes of the TINgrid, Ivy Tech and Vincennes are each treated as a single campus). All members of STAC agree that the information contained in the TINgrids will be most useful to students and university faculty and staff when that information can be retrieved in the context of an automated degree audit system, which would be available on a statewide, interactive web site. This would enable one to see how a particular course would count toward a particular major. While some members of STAC feel the TINgrids have utility in their present, paper form, and therefore should receive wider distribution, others argue the current TINgrids have too many limitations and therefore should not be distributed more widely.

Table 1

**The 40 Most Frequently Taken Courses
Reviewed by STAC for Transfer Equivalencies**

<u>English/Literature</u>	<u>Mathematics</u>
1 English Composition I 2 English Composition II 3 Creative Writing 4 Technical Writing	1 College Algebra 2 Trigonometric Functions 3 Pre-Calculus 4 Calculus I 5 Finite Math
<u>Behavioral Sciences/Humanities</u>	<u>Sciences</u>
1 Fundamentals of Public Speaking 2 History of Western Civilization 3 American History I 4 American History II 5 Introduction to American Politics 6 Macroeconomics 7 Microeconomics 8 Introduction to Psychology 9 Child Psychology and Development 10 Introduction to Sociology 11 Introduction to Cultural Anthropology 12 Introduction to Philosophy 13 Ethics 14 Logic (could also be listed under Math) 15 Art Appreciation 16 Introduction to Theater 17 Spanish	1 Basic Human Anatomy/Physiology 2 Microbiology 3 General Chemistry 4 General Physics 5 Introduction to Astronomy 6 Introduction to Earth Science 7 World Geography
	<u>Professional/Occupational</u>
	1 Foundations of Business Communication 2 Introduction to Business 3 Introduction to Accounting 4 Medical Terminology 5 Human Nutrition 6 Introduction to Criminal Justice 7 Introduction to Micro Computers

TINgrid

Group: History, American I

Source Institution and Course		Title		CR	BSU	IPFW	ISU	ITSC	IUB	IUE	IUK	IUN	IUPUI	IUS	IUSB	PUC	PUNC	PUWL	USI	VU
BSU	HIST 201	"American History, 1492-1876"		3	X to X	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IPFW	HIST H105	American History to 1877		3	HIST 201	X to X	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST H105	HIST 101	HIST 139
ISU	HIST 201	U. S. to 1877		3	HIST 201	HIST H105	X to X	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
ITSC	HSY 101	Survey of American History I		3	HIST 201	HIST H105	HIST 201	X to X	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUB	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	X to X	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUE	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	X to X	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUK	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	X to X	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUN	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	X to X	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUPUI	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	X to X	HIST H105	HIST H105	HIST H105	HIST 151	HIST H105	HIST 101	HIST 139
IUS	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	X to X	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
IUSB	HIST H105	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	X to X	HIST 151	HIST 151	HIST 151	HIST 101	HIST 139
PUC	HIST 151	American History to 1877		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	X to X	HIST 151	HIST 151	HIST 101	HIST 139
PUNC	HIST 151	American History to 1877		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	X to X	HIST 151	HIST 101	HIST 139
PUWL	HIST 151	American History to 1877		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	X to X	HIST 101	HIST 139
USI	HIST 101	U. S. to 1865		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	X to X	HIST 139
VU	HIST 139	American History I		3	HIST 201	HIST H105	HIST 201	HSY 101	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST H105	HIST 151	HIST 151	HIST 151	HIST 101	X to X

Legend: "CR"=Credit Hours (for source course), "NE"=No Equivalent, "NC"=No Credit, "NR!"=Not Reported, "X to X"=intersection of sam institution (source and comparable). Other codes as defined by reporting institution.
PUC: *=Retains original course id from awarding institution, listings indicate substitutes, **=Undis(ributed) has a wide range of possible interpretations, including "no credit," depending upon subsequent departmental review.

Source Institution and Course		Title		CR	BSU	IPFW	ISU	ITSC	IUB	IUE	IUK	IUN	IUPUI	IUS	IUSB	PUC	PUNC	PUWL	USI	VU
BSU	ENG 101 + 102	Fundamentals of English Composition 1 and 2	ENG 101 + 102	2+2	X to X	ENG W131 + Undist	NR!	ENG 111	ENG W131	ENG W131	ENG #1XX	ENG W131	ENG W131	ENG #XX	NC	ENG 104	ENG 103	ENGL 103	ENG Elec	ENGL 011
BSU	ENG 103		ENG W131	3	X to X	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IPFW	ENG W131	Elementary Composition I	X to X	3	ENG 103	X to X	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 131	ENG 101	ENGL 101
ISU	ENG 101	Freshman Writing I	ENG W131	3	ENG 103	ENG W131	X to X	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W130	ENG W131	ENG W130	ENG 104	ENG 101	ENGL 100	ENG 101	ENGL 101
ISU	ENG 107	Rhetoric and Writing	ENG W103	3	ENG 103	ENG W103	X to X	ENG 111	ENG W131	ENG W132	ENG #1XX	ENG W131	ENG W131	ENG W131	ENG W131	ENG 103	ENG 102	ENGL 102	ENG 101	ENGL 112
ITSC	ENG 111	English Composition	ENG W131	3	ENG 103	ENG W131	ENG 101	X to X	ENG X101	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUB	ENG L141	Introduction to Writing and Study of Literature I	ENG W131	4	ENG 103	ENG W131	ENG 105	ENG 111	X to X	ENG L141	ENG L141	ENG L141	ENG L141	ENG L141	ENG L141	ENGL UND**	ENG 101	ENGL Undist	ENG 101	LITR 220
IUB	ENG W131	Elementary Composition	ENG W131	3	ENG 103	ENG W131	ENG 105	ENG 111	X to X	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUE	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	X to X	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUK	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	X to X	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUN	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	X to X	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUPUI	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	X to X	ENG W131	ENG W131	ENG W131	ENG 101	ENGL 101	ENG 101	ENGL 101
IUS	ENG W100	Developmental Composition	ENG W130	3	ENG 990	ENG W130	ENG 101	ENG 111	ENG W100	ENG W100	ENG W100	ENG W100	ENG W100	X to X	ENG W100	ENG 020	ENG 100	ENGL 100	ENG 100	ENGL 009
IUS	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	X to X	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
IUSB	ENG W131	Elementary Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	X to X	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
PUC	ENGL 104	English Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	X to X	ENG 101	ENGL 104	ENG 101	ENGL 101
PUNC	ENGL 100	English Composition	ENG W130	3	ENG 101	ENG W130	ENG 101	ENG 111	NC	ENG W131	ENG #1XX	ENG W130	ENG W001	ENG W100	ENG W130	ENG 100	X to X	ENGL 101	ENG 100	ENGL 009
PUNC	ENGL 101	English Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 101	X to X	ENGL 100	ENG 101	ENGL 101
PUWL	ENGL 100	English Composition	ENG W130	3	ENG 101	ENG W130	NR!	ENG 111	ENG W131	ENG W131	ENG #1XX	ENG W130	ENG W001	ENG W100	ENG W130	ENG 100	ENG 100	X to X	ENG 100	ENGL 009
PUWL	ENGL 101	English Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 101	ENG 101	X to X	ENG 101	ENGL 101
USI	ENG 100	Introduction to Rhetoric and Composition	ENG W130	3	ENG 101	ENG W130	ELEC 001	ENG 111	ENG #1XX	ENG W131	ENG W131	ENG W130	NC	ENG W100	ENG W130	ENG 020	ENG 100	ENGL 100	X to X	ENGL 009
USI	ENG 101	Rhetoric and Composition	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	X to X	ENGL 101
VU	ENGL 101	English Composition I	ENG W131	3	ENG 103	ENG W131	ENG 101	ENG 111	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG W131	ENG 104	ENG 101	ENGL 101	ENG 101	ENGL 101
VU	ENGL 112	Rhetoric and Research	ENG W131	3	ENG 103	ENG W131	ENG 107	ENG 112	ENG W131	ENG W131	ENG #1XX	ENG #1XX	ENG W132	ENG #XX	ENG #XX	NR!	ENGL 103	ENGL 103	ENG Elec	X to X

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PUC: *=Retains original course id from awarding institution, listings indicate substitutes, **=Undis(ributed) has a wide range of possible interpretations, including "no credit," depending upon subsequent departmental review.

Source Institution and Course		Title		CR	BSU	IPFW	ISU	ITSC	IUB	IUE	IUK	IUN	IUPI	IUS	IUSB	PUC	PUNC	PUWL	USI	VU
BSU	MATH 108	Basic Algebra		3	X to X	MA 113	NR!	MAT 111	MATH M007	NC	MATH M014	MATHS M014	MATH 111	MATH M007	NC	MA 041	MA 111	MA 111	MATH 100	MATH 101
BSU	MATHS 109	College Algebra		3	X to X	MA 153	MATH 115	MAT 133	MATH M025	NC	MATH M117	MATHS M117	MATH 153	MATH M122	MATH M107	MA 153	MA 153	MA 153	MATH 111	MATH 102
IPFW	MA 153	Algebra & Trigonometry I		3	MATHS 108	X to X	MATH 111	MAT 111	MA 109	MA 109	MA 109	MA 109	MA 109	MA 109	MA 109	MA 153	MA 151	MA 109	MATH 111	MATH 105 [I]
ISU	MATH 111	Basic Algebra		3	MATHS 108	MA 113	X to X	MAT 111	MATH M014	NC	Math 007	MATH 007	MATH 111	MATH M117	MATH M107	MA UND	MA 111	MA 111	MATH 100	MATH 101
ITSC	MAT 133	College Algebra		4	MATHS 109	MA 153	MATH 111	X to X	NC	MATH M125	MATH 117	MATHS M117	MATH 153	MATH M125	MATH M107	MA UND**	MA 153	MA 153 + Undist	MATH 111	MATH 102
IUB	MATH M025	Precalculus Math		3	TRNSF 000	MA 153	NR!	NR!	X to X	MATH M025	MATH M125	MATHS M125	MATH M025	MATH M025	MATH M125	NC	MA 153	MA 153	MATH 115	MATH Und
IUK	MATH M117	Intermediate Algebra		3	MATHS 108	MA 153	MATH 111	NR!	MATH M117	MATH M117	X to X	MATHS M117	MATH M117	MATH M117	MATH M117	MA UND**	MA 111	MA 111	MATH 100	MATH 101
IUS	MATH M122	College Algebra		3	MATHS 108	MA 153	MATH 111	MAT 133	MATH 122	MATH 122	MATH 122	MATH 122	MATH 122	X to X	MATH 122	MA UND**	MA 153	MA 153	MATH 111	MATH 102
IUSB	MATH M107	College Algebra		3	MATHS 999	MA 153	NR!	NR!	MATH M107	MATH M107	MATH M117	MATHS M117	MATH M107	MATH M107	X to X	MA UND**	MA 153	MA Undist	MATH Elec	MATH 102
PUC	MA 041	Intermediate Algebra		0	TRNSF 000	MA 113	NC	NC	NC	NC	MATH 117	MATHS M014	NC	MATH M117	NC	X to X	MA 111	MA 041	No Transfer	MATH 101
PUNC	MA 111	Algebra		3	MATHS 107	MA 113	MATH 111	MAT 111	MATH M014	NC	MATH 117	MATH 007	MATH 111	MATH M117	MATH M107	MA 111	X to X	MA 111	MATH 100	MATH 101
PUWL	MA 111	Algebra		3	MATHS 104	MA 113	MATH 111	MAT 111	MATH M014	NC	MATH 117	MATH 007	MATH 111	MATH M117	MATH M107	MA 111	MA 111	X to X	MATH 100	MATH 101
PUWL	MA 151	Algebra & Trig		5	MATHS 108 + 112	MA 151	MATH 111	MAT 131 + 132	MATH M025 + M026	MATH M125 and M126	MATH 117	MATH 125	MATH 151	MATH M125 & MATH M126	MATH M115	MA 151	MA 151	X to X	MATH 118	MATH 102 + 104
PUWL	MA 152	College Alg for Lib Arts		3	MATHS 109	MA Undist	MATH 111	MAT Und	MATH M025	NC	MATH #1XX	MATHS M117	MATH #1XX	MATH M122	MATH M107	MA 152	MA 152	X to X	MATH 108	MATH 102
PUWL	MA 153	Algebra & Trig I		3	MATHS 109	MA 153	MATH 111	MAT 131	MATH M025	MATH M125	MATH 125	MATH 125	MATH 153	MATH #1XX	MATH M125	MA 153	MA 153	X to X	MATH 111	NE
USI	MATH 111	College Algebra		4	MATHS 109	MA 153	MATH 111	MAT 133	MATH M025	MATH #1XX	MATH 125	MATHS M117	MATH 153	MATH M122	MATH M107	MA 153	MA 153	MA 153	X to X	MATH 102 + 104
VU	MATH 102	College Algebra		3	MATHS 109	MA 153	MATH 111	MAT 133	MATH M025	MATH #1XX	MATH 125	MATHS M125	MATH 153	MATH M122	MATH M107	MA 153	MA 153	MA 153	MATH 111	X to X

Legend: "CR"=Credit Hours (for source course), "NE"=No Equivalent, "NC"=No Credit, "NR!"=Not Reported, "X to X"=intersection of sam institution (source and comparable). Other codes as defined by reporting institution.
PUC: *=Retains original course id from awarding institution, listings indicate substitutes, **=Undis(ributed) has a wide range of possible interpretations, including "no credit," depending upon subsequent departmental review.

TINgrid

Group: Biology, Micro-

Source	Institution and Course	Title	CR	BSU	IPFW	ISU	ITSC	IUB	IUE	IUK	IUN	IUPUI	IUS	IUSB	PUC	PUNC	PUWL	USI	VU
BSU	BIO 213	Microbiology	4	X to X	BIO 220	LIFS 274/L	BIO 201	BIO L M200 + M215	MICR J200 and J201	MICR J200	BIO L M200 + M215	BIO L N251	MICR J200 + J201	MICR #2XX	BIO L 221	BIO L 221	BIO L 221	BIO L 272	LFS C 210
IPFW	BIO L 220	Microbiology for Health Professions	4	BIO 113	X to X	LIFS 274/L	BIO 201	BIO L 220	BIO L 220	BIO L 220	BIO L 220	BIO L 220	BIO L 220	BIO L 220	BIO L 220*	BIO L 221	BIO L 209	BIO L Elec	LFS C 210
ISU	LIFS 274/L	Intro to Microbiology	3	BIO 999	BIO L 220	X to X	BIO 201	BIO L M200 + M215	BIO L #2XX	MICR J200 + J201	BIO L M200 + M215	BIO L N251	MICR J2XX + J201	MICR M250 + M255	BIO L UND	BIO L 221	BIO L Undist	BIO L 272	LFS C/L 210
ITSC	BIO 211 + 212	General Microbiology	5	BIO 213	BIO L Undist	LIFS 274 + 274L	X to X	NC	NC	MICR #2XX	BIO L M200	BIO L #2XX	MICR #2XX	MICR #2XX	BIO L UND	BIO L Undist	BIO L Undist	NC	LFS C/L 210
IUB	BIO L M200	Microorganisms in Nature and Disease	3	See Other	BIO L Undist	LIFS 274	NR!	X to X	BIO L M200	BIO L M200	BIO L M200	BIO L M200	BIO L M200	BIO L M200	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUB	BIO L M200 + M215	Microorganisms in Nature and Disease + Lab	3+1	BIO 213	BIO L 220	LIFS 274/L	NR!	X to X	NR!	NR!	NR!	NR!	NR!	NR!	BIO L UND	BIO L Undist	BIO L Undist	BIO L 272	LFS C/L 210
IUB	BIO L M215	Microorganisms à (Lab)	1	See Other	BIO L Undist	LIFS 274/L	NR!	X to X	BIO L M215	BIO L M215	BIO L M215	BIO L M215	BIO L M215	BIO L M215	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUE	MICR J200	Microbiology & Immunology	3	See Other	BIO L Undist	See Other	NR!	MICR J200	X to X	MICR J200	MICR J200	MICR J200	MICR J200	MICR J200	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUE	MICR J200 + J201	Microbiology & Immunology	3+1	BIO 213	BIO L 220	LIFS 274 + 274L	BIO 201	See Other	X to X	See Other	See Other	See Other	See Other	See Other	BIO L UND	BIO L 221	BIO L Undist	BIO L 272	LFS C/L 210
IUE	MICR J201	Microbiology Laboratory	1	See Other	BIO L Undist	See Other	NR!	MICR J201	X to X	MICR J201	MICR J201	MICR J201	MICR J201	MICR J201	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUK	MICR J200	Microbiology & Immunology	3	See Other	BIO L Undist	LIFS 274	NR!	MICR J200	MICR J200	X to X	MICR J200	MICR J200	MICR J200	MICR J200	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUK	MICR J200 +J201	Microbiology & Immunology	3+1	BIO 213	BIO L 220	See Other	BIO 201	See Other	See Other	X to X	See Other	See Other	See Other	See Other	BIO L UND	BIO L 221	BIO L Undist	BIO L 272	LFS C/L 210
IUK	MICR J201	Microbiology Laboratory	1	See Other	BIO L Undist	LIFS 274/L	NR!	MICR J201	MICR J201	X to X	MICR J201	MICR J201	MICR J201	MICR J201	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUN	BIO L M200	Microorganism In Nature & Disease	3	BIO 999	BIO L Undist	LIFS 274	NR!	BIO L M200	BIO L M200	BIO L M200	X to X	BIO L M200	BIO L M200	BIO L M200	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	LFS C 210
IUPUI	BIO L N251	Introduction to Microbiology	3	BIO 999	BIO L Undist	LIFS 274	NR!	BIO L N251	BIO L N251	BIO L N251	BIO L N251	X to X	BIO L N251	BIO L N251	BIO L N251	BIO L Undist	BIO L N251	BIO L 272	LFS C 210
IUPUI	MICR J210	Microbiology & Immunology	4	BIO 999	BIO L 220	LIFS 274/L	BIO 201	MICR J210	MICR J210	MICR J210	MICR J210	X to X	MICR J210	MICR J210	MICR J210	BIO L 221	MICR J210	BIO L 272	LFS C/L 210
IUS	MICR J200	Microbiology & Immunology	3	See Other	BIO L Undist	LIFS 274	NR!	MICR J200	MICR J200	MICR J200	MICR J200	MICR J200	X to X	MICR J200	BIO L UND	BIO L Undist	BIO L Undist	BIO L Elec	See Other
IUS	MICR J200 +J201	Microbiology & Immunology	3+1	BIO 213	BIO L 220	See Other	BIO 201	See Other	See Other	See Other	See Other	See Other	X to X	See Other	BIO L UND	BIO L 221	BIO L Undist	BIO L 272	LFS C/L 210
IUS	MICR J201	Microbiology Laboratory	1	See Other	BIO L Undist	LIFS 274/L	NR!	MICR J201	MICR J201	MICR J201	MICR J201	MICR J201	X to X	MICR J201	BIO L UND	BIO L 221	BIO L Undist	BIO L Elec	See Other
IUSB	MICR M250	Microbial Cell Biology	3	See Other	BIO L Undist	NR!	NR!	MICR M250	MICR M250	MICR M250	MICR M250	MICR M250	MICR M250	X to X	BIO L UND**	BIO L Undist	BIO L Undist	BIO L Elec	LFS C 210
IUSB	MICR M250 + M255	Microbial Cell Biology + Laboratory	3+2	BIO 113	See Other	See Other	NR!	See Other	See Other	See Other	See Other	See Other	See Other	X to X	NR!	See Other	See Other	BIO L 272	See Other
IUSB	MICR M255	Microbiology Laboratory	2	See Other	BIO L Undist	NR!	NR!	MICR M255	MICR M255	MICR M255	MICR M255	MICR M255	MICR M255	X to X	NR!	BIO L Undist	BIO L Undist	BIO L Elec	LFS L 210
PUC	BIO L 221	Introduction to Microbiology	4	BIO 213	BIO L 220	LIFS 274/L	BIO 201	BIO L M200 + M215	MICR J200 + J201	MICR J200	BIO L M200	BIO L 221	MICR J200 + J201	MICR M250 + M255	X to X	BIO L 221	BIO L 221	BIO L 272	LFS C/L 210
PUNC	BIO L 221	Introduction to Microbiology	4	BIO 213	BIO L 220	LIFS 274/L	BIO 201	BIO L M200 + M215	MICR J200 + J201	MICR J200 + J201	BIO L M200	BIO L 221	MICR J200 + J201	MICR M250 + M255	BIO L 221	X to X	BIO L 221	BIO L 272	LFS C/L 210
PUWL	BIO L 221	Introduction to Microbiology	4	BIO 213	BIO L 220	LIFS 274/L	BIO 201	BIO L M200 + M215	MICR J200 + J201	MICR J200 + J201	BIO L M200	BIO L 221	MICR J200 + J201	MICR M250 + M255	BIO L 221	X to X	X to X	BIO L 272	LFS C 210
USI	BIO L 272	Medical Microbiology	3	BIO 999	BIO L Undist	LIFS 274	BIO 201	BIO L M200 + M215	MICR #2XX	BIO L #2XX	BIO L M440	MICRO J210	MICR #2XX	MICR M250	BIO L UND**	BIO L Undist	BIO L Undist	X to X	LFS C/L 210
USI	BIO L 375	Microbiology	3	See Other	BIO L 220	LIFS 374	BIO 201	BIO L M310	MICR #3XX	BIO L #3XX	BIO L M310	BIO L N251	MICR J310	MICR #3XX	BIO L UND**	BIO L 323	BIO L Undist	X to X	LFS C 230
USI	BIO L 375 + 376	Microbiology + Laboratory	3+2	BIO 213	See Other	See Other	NR!	See Other	See Other	See Other	See Other	See Other	See Other	See Other	See Other	See Other	See Other	X to X	See Other
USI	BIO L 376	Lab In Microbiology	2	See Other	BIO L 220	LIFS 374 + 002	NR!	BIO L M315	MICR #3XX	BIO L #3XX	BIO L M315	BIO L N251	MICR J315	MICR #3XX	BIO L UND**	BIO L 323	BIO L Undist	X to X	LFS L 230
VU	LFS C/L 230	General Microbiology	2+2	BIO L 999	BIO L 220	NR!	BIO 201	NR!	NR!	NR!	NR!	NR!	NR!	NR!	BIO L UND	BIO L Undist	BIO L 272	X to X	

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SECTION NINE
INTERACTIVE, STUDENT-ACCESSIBLE
STATEWIDE WEB SITE

Text to be added.

SECTION TEN

PROPOSED WORKSCOPE FOR 2003-2004

1. Complete and maintain the work of the four existing discipline sub-committees:
 - Business Administration
 - Computer Information Systems
 - Early Childhood Education
 - Electronics Technology
2. Begin work of 4-5 new discipline sub-committees, which would start as the existing sub-committees complete their initial work and move to maintenance mode:
 - Automated Manufacturing
 - Criminal Justice
 - Design Technology (CAD)
 - Nursing (LPNs and RNs)
 - Visual Communications
3. Implement a system for tracking transfer students, determining their success in subsequent coursework, and providing feedback to the institution that the student transferred from. Initial implementation of the tracking system will focus on students who transfer from Ivy Tech State College and Vincennes University to public four-year campuses.

APPENDICES

APPENDIX A

CHRONOLOGY OF RECENT TRANSFER-RELATED ACTIVITIES IN INDIANA

November 1987	<p>CHE approves, on a permanent basis, the first four Associate of Science or transfer-oriented degree programs (in Nursing) for Indiana Vocational Technical College (IVTC, now Ivy Tech State College)</p> <p>The institutions and the CHE agree on a <i>Suggested Framework for Cooperative Improvement for Two-Year Program Opportunities</i>, which calls for the institutions to work cooperatively to develop “a limited number of IVTC associate degree programs designed to articulate with related baccalaureate degree programs”</p>
November 1988	<p>Indiana Legislative Services Agency issues <i>Final Report of the Interim Study Committee on Post-High School Students</i>, which includes a recommendation that “urges IVTC and Indiana’s colleges and universities to work to resolve the transferability issue so as to avoid intervention by the General Assembly”</p>
January 1989	<p>General Assembly passes Senate Concurrent Resolution 18, “urging all state universities and Indiana Vocational Technical College to enter into articulation agreements to facilitate the transfer of credits from courses successfully completed by students enrolled in Indiana Vocational Technical College’s associate of science degree programs”</p>
January 1990	<p>In response to the November 1988 <i>Final Report of the Interim Study Committee</i>, CHE completes <i>A Study of the Transfer of Credit by IVTC Students to Public Institutions in Indiana</i>, which concludes that “officially, most public institutions in Indiana do not transfer IVTC credits; the only campuses to do so are the University of Southern Indiana and IU-East.” A transcript analysis of a random sample of 338 out of 2,807 IVTC students who continued study at four-year institutions showed that none of 338 students transferred any IVTC credit to a public institution in Indiana</p>
February 1990	<p>IUPUI and Ivy Tech-Indianapolis launch the <i>Passport</i> program, which facilitates development of course transfer and program articulation agreements, refers underprepared IUPUI applicants to Ivy Tech for remedial instruction and introductory general education courses, and coordinates academic advising and other student services between the two campuses</p>
July 1991	<p>Ivy Tech begins a comprehensive review of its 39 general education courses, which includes hiring two consultants, who</p>

	would be selected from two public, four-year Indiana institutions, to review the syllabus of each course
February 1992	The General Assembly passes P.L. 19-1992, which mandates that 30 semester hours of “comparable general education courses” must “transfer ... among the various state educational institutions.”
February 1994	CHE makes its first progress report on implementing P.L. 19-1992
February 1995	CHE makes its second progress report on implementing P.L. 19-1992
May and August 1995	CHE reports on the extent of articulation agreements between Indiana Vocational Technical College (now Ivy Tech) and four-year institutions
April 1996	CHE makes its third progress report on implementing P.L. 19-1992 and includes information on articulation agreements between Ivy Tech and four-year institutions
February 1997	Indiana State seeks and receives authorization from CHE to deliver baccalaureate completion programs via distance education, now marketed as <i>DegreeLink</i> , which are designed to articulate fully with Ivy Tech, and later Vincennes, associate degree programs
March and September 1997	CHE makes its fourth progress report on implementing P.L. 19-1992 and includes information on articulation agreements between Ivy Tech and four-year institutions
April 1998	Ball State University’s ACTS (Automated Course Transfer System) becomes the first fully interactive system for automating the evaluation of transfer credit on the World Wide Web
September 1998	Ball State pilots the CONNECT program with Ivy Tech State College and Vincennes University, guaranteeing students admission to Ball State after they complete a minimum of 24 semester hours of transferable coursework
January 1999	Governor O’Bannon announces the partnership between Ivy Tech State College and Vincennes University, which will become known as the Community College of Indiana
April 1999	The General Assembly creates the community college partnership between Ivy Tech and Vincennes in statute
April 2000	CHE announces its Transfer Indiana initiative, which creates the Statewide Transfer and Articulation Committee (STAC) and the Web Site Development Committee

May 2000	First meeting of the Web Site Development Committee
June 2000	First meeting of STAC
November 2000	CHE approves budget request to the Governor and the General Assembly for the 2001-2003 Biennium, which includes requested funding for a student-accessible, interactive statewide transfer web site
September 2001	Articulation agreements concluded with all public four-year campuses for all eight concentrations of the Vincennes University A.A./A.S. degrees delivered to CCI sites, becoming the first time in the state's history that statewide articulation agreements were concluded for an associate degree program with every public university campus
March 2002	STAC completes the TINgrid, which identifies transfer equivalencies for the 40 most frequently taken courses in Fall 1999; the effort entails over 11,000 decisions regarding transfer equivalencies among 16 public campuses/institutions
May 2002	CHE approves <i>Principles Guiding Statewide Transfer and Articulation in Indiana</i> , which was developed through STAC
April 2003	The General Assembly passes HB 1209, which, among other things, calls for the CHE to make a progress report on transfer and articulation by August 30 of each year

APPENDIX B

STATEWIDE TRANSFER AND ARTICULATION COMMITTEE

July 31, 2003

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May 16, 2003

2000-2001 Membership that made recommendation (currently inactive)

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APPENDIX D

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2002 Regular or Special Session of the General Assembly.

HOUSE ENROLLED ACT No. 1209

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 20-12-0.5-1 IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2003]: Sec. 1. As used in this chapter:

"Commission" refers to the commission for higher education.

"Committee" refers to the committee on statewide transfer and articulation established by the commission under the transfer and articulation initiative, March 1, 2000.

"State educational institution" means any university, college, or other educational institution, existing on or after March 29, 1971, in Indiana, for the purpose of providing programs of collegiate or university education or other postsecondary education and which is supported in whole or in part by appropriations made by the general assembly.

"Vocational education" means any postsecondary vocational, agricultural, occupational, manpower, employment, or technical training or retraining of less than a baccalaureate level that:

- (1) is offered by a state educational institution; and
- (2) enhances an individual's career potential.

SECTION 2. IC 20-12-0.5-8 IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2003]: Sec. 8. The commission shall have the following powers and duties:

- (1) To develop, continually keep current, and implement a long

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range plan for postsecondary education. In developing this plan, the commission shall take into account the plans and interests of the state private institutions, anticipated enrollments in state postsecondary institutions, financial needs of students and other factors pertinent to the quality of educational opportunity available to the citizens of Indiana. The plan shall define the educational missions and the projected enrollments of the various state educational institutions.

(2) To consult with and make recommendations to the commission on vocational and technical education within the department of workforce development on all postsecondary vocational education programs. The commission shall biennially prepare a plan for implementing postsecondary vocational education programming after considering the long range state plan developed under IC 20-1-18.3-10. The commission shall submit this plan to the commission on vocational and technical education within the department of workforce development for its review and recommendations, and shall specifically report on how the plan addresses preparation for employment.

(3) To make recommendations to the general assembly and the governor concerning the long range plan, and prepare to submit drafts and proposed legislation needed to implement the plan. The commission may also make recommendations to the general assembly concerning the plan for postsecondary vocational education under subdivision (2).

(4) To review the legislative request budgets of all state educational institutions preceding each session of the general assembly and to make recommendations concerning appropriations and bonding authorizations to state educational institutions including public funds for financial aid to students by any state agency. The commission may review all programs of any state educational institution, regardless of the source of funding, and may make recommendations to the governing board of the institution, the governor, and the general assembly concerning the funding and the disposition of the programs. In making this review, the commission may request and shall receive, in such form as may reasonably be required, from all state educational institutions, complete information concerning all receipts and all expenditures.

(5) To submit to the commission on vocational and technical education within the department of workforce development for its review under IC 20-1-18.3-15 the legislative budget requests

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prepared by state educational institutions for state and federal funds for vocational education. These budget requests shall be prepared upon request of the budget director, shall cover the period determined by the budget director, and shall be made available to the commission within the department of workforce development before review by the budget committee.

(6) To make, or cause to be made, studies of the needs for various types of postsecondary education and to make recommendations to the general assembly and the governor concerning the organization of these programs. The commission shall make or cause to be made studies of the needs for various types of postsecondary vocational education and shall submit to the commission on vocational and technical education within the department of workforce development its findings in this regard.

(7) To approve or disapprove the establishment of any new branches, regional or other campuses, or extension centers or of any new college or school, or the offering on any campus of any additional associate, baccalaureate, or graduate degree, or of any additional program of two (2) semesters, or their equivalent in duration, leading to a certificate or other indication of accomplishment. After March 29, 1971, no state educational institution shall establish any new branch, regional campus, or extension center or any new or additional academic college, or school, or offer any new degree or certificate as defined in this subdivision without the approval of the commission or without specific authorization by the general assembly. Any state educational institution may enter into contractual agreements with governmental units or with business and industry for specific programs to be wholly supported by the governmental unit or business and industry without the approval of the commission.

(8) If so designated by the governor or the general assembly, to serve as the agency for the purposes of receiving or administering funds available for postsecondary education programs, projects, and facilities for any of the acts of the United States Congress where the acts of Congress require the state to designate such an agency or commission. However, this subdivision does not provide for the designation of the commission by the governor as the recipient of funds which may be provided by acts of the United States Congress, received by an agency, a board, or a commission designated by the general assembly.

(9) To designate and employ an executive officer and necessary employees, to designate their titles, and to fix the compensation

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in terms of the employment.

(10) To appoint appropriate advisory committees composed of representatives of state educational institutions, representatives of private colleges and universities, students, faculty, and other qualified persons.

(11) To employ all powers properly incident to or connected with any of the foregoing purposes, powers, or duties, including the power to adopt rules.

(12) To develop a definition for and report biennially to the:

(A) general assembly;

(B) governor; and

(C) commission on vocational and technical education within the department of workforce development;

on attrition and persistence rates by students enrolled in state vocational education.

(13) To submit a report to the legislative council not later than August 30 of each year on the status of the transfer of courses and programs between state educational institutions. The report must include any changes made during the immediately preceding academic year.

(14) To direct the activities of the committee, including the activities set forth in subdivisions (15) and (16).

(15) To develop through the committee statewide transfer of credit agreements for courses that are most frequently taken by undergraduates.

(16) To develop through the committee statewide agreements under which associate of arts and associate of science programs articulate fully with related baccalaureate degree programs.

(17) To publicize by all appropriate means, including an Internet web site, a master list of course transfer of credit agreements and program articulation agreements.

SECTION 3. [EFFECTIVE JULY 1, 2003] (a) Under IC 20-12-0.5-8(13), as amended by this act, the commission for higher education shall submit an annual report to the legislative council by August 30, 2003. The annual report that is submitted to the legislative council by August 30, 2003, must include a comparison of the transfer of courses and programs between state educational institutions for the 2001-2002 academic year with the transfer of courses and programs between those institutions for the 2002-2003 academic year.

(b) This SECTION expires September 1, 2003.

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SECTION 4. [EFFECTIVE JULY 1, 2003] (a) The commission for higher education shall complete the duties set forth in IC 20-12-0.5-8(13), IC 20-12-0.5-8(14), IC 20-12-0.5-8(15), IC 20-12-0.5-8(16), and IC 20-12-0.5-8(17), all as amended by this act, not later than August 30, 2005.

(b) This SECTION expires September 1, 2005.

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Speaker of the House of Representatives

President of the Senate

President Pro Tempore

Approved: _____

Governor of the State of Indiana

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APPENDIX E

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IU Bloomington	Office of Admissions 812.855.0661 http://cts.admissions.indiana.edu/home.cfm
IUPUI	Enrollment Center 317.274.4591 http://enroll.iupui.edu/transferstudents.html http://registrar.iupui.edu/audit-transfer.html
IU East	Candace Richardson Admissions Specialist 765.973.8416 Angela Belcher Assistant Registrar 765.973.8270
IU Kokomo	Gerry Stroman University Division 765.455.9309
IU Northwest	Charmaine Connelly Admissions Counselor 219.980.6760 cmconne@iun.edu
IU South Bend	Admissions Office 574.237.4840 transfer@iusb.edu
IU Southeast	Office of Admissions 812.941.2212 Toll-Free in Indiana and Kentucky 1.800.855.8835 admissions@ius.edu

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APPENDIX G

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APPENDIX H

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APPENDIX I

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APPENDIX J

APPENDIX K

Illinois Articulation Initiative Organizational Structure – the Players

Three sponsoring organizations:

IBHE

ICCB

Transfer Coordinators

Participating Institutions: 100+ -- *Each names an Official Contact Person*

12 public universities

49 public community colleges

43 private institutions

Individual Faculty Panels

5 General Education Panels:

Communication

Mathematics

Humanities and Fine Arts

Social and Behavioral Science

Physical and Life Sciences

26 Baccalaureate Majors' Panels

Agriculture

Art/Art Education

Biological Sciences

Business

Chemistry

Clinical Laboratory Science

Computer Science

Criminal Justice

Early Childhood Education

Elementary Education

English

Engineering

History

Manufacturing Technology

Mass Communication

Mathematics

Music/Music Education

Nursing

Political Science

Psychology

Secondary Education

Social Work

Sociology

Special Education

Speech Communication

Theatre Arts

Steering Panel

Technical Task Force

Illinois Articulation Initiative Process and Procedures – The How

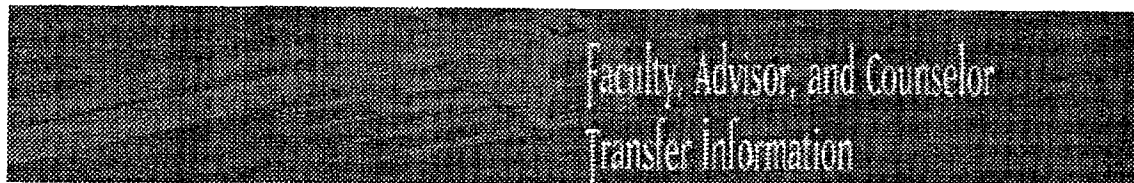
Panel Agreement Development Process – *Each panel:*

- Selects own co-chairs (one two-year, one four-year)
- Establishes mode of operation
- Reviews what is common and/or what is essential across institutions
- Defines objectives
- Comes to consensus on curriculum structure
- Describes courses
- Adopts a consensus draft for dissemination for comment
- [Staff disseminates to all participating institutions for comment]
- Reviews comments, makes any needed changes, and finalizes recommendation
- Submits recommendation to the Steering Panel for endorsement

Steering Panel reviews the recommendation against its three criteria and endorses (or not)
Steering Panel submits endorsed recommendations to ICCB and IBHE
ICCB and IBHE endorse and request implementation
Institutions identify and submit matched courses

Panel Agreement Implementation Process

- Reviews syllabi of courses matched by institutions
- Revises/clarifies agreement, if necessary
- Submits text and course matches to iTransfer website for webpage development
- Reviews draft of its webpages
- [Webpage(s) become public—usually in fall term, but no later than January 15th to become effective for students entering in the following summer term or after]
- Reviews new courses continuously
- Conducts a formal review of recommendation (curriculum and courses) at least every 5 years



[iTransfer Website](#)
[F.A.C.T. Home](#)

[IAI Information](#)
[Calendar](#)
[Library](#)
[Sponsors](#)
[Schools](#)
[FAQ](#)
[Panel Information](#)
[Course Descriptions](#)
[FACT Sitemap](#)

[IAI Course Database](#)
[Course Searches](#)
[Course Submission](#)
[Database History](#)

[Additional Info.](#)
[Transfer Statistics](#)
[Transfer Centers](#)
[Educational Links](#)
[Website Info.](#)

Charge To Baccalaureate Majors' Panels

Each baccalaureate major panel is charged to develop a recommendation for prospective students who have decided upon their major but who have not yet decided upon the institution to which they may transfer (or to which they might be admitted). Each panel needs to identify those courses that incoming transfer students should have completed in order to be admitted as a junior into the baccalaureate major. The panel should identify and describe:

1. Any additional general education courses beyond those in the General Education Core Curriculum that students need to complete to meet degree or college requirements (e.g., should students have completed a foreign language?)
2. Any courses in the major or related disciplines that "native" students commonly take as freshmen and sophomores.
3. Any other information the prospective student should know about transfer into the major (e.g., what subfields or disciplines does the major include? Is there a minimum GPA requirement for admission? Are there entry exams? Is there a performance criterion required-audition, portfolio, etc.?)

Including the transferable General Education Core Curriculum, the panel's recommendation should comprise about 60 semester credit hours (up to a maximum of 64 semester credits). Community and junior college students are encouraged to complete an Associate in Arts or Associate in Science degree before transferring.

[Return to the Illinois Articulation Initiative Policy and Procedures Manual.](#)

[iTransfer Home](#) | [F.A.C.T. Home](#) | [iTransfer Gen. Ed.](#) | [iTransfer Majors](#)

IAI
 Illinois
 Articulation
 Initiative

Comments can be emailed to iTransfer@iTransfer.org
 Site [disclaimer](#) statement.

Today's date is Wednesday, November 01, 2000. The database is updated on the 1st and 3rd Monday of the month.
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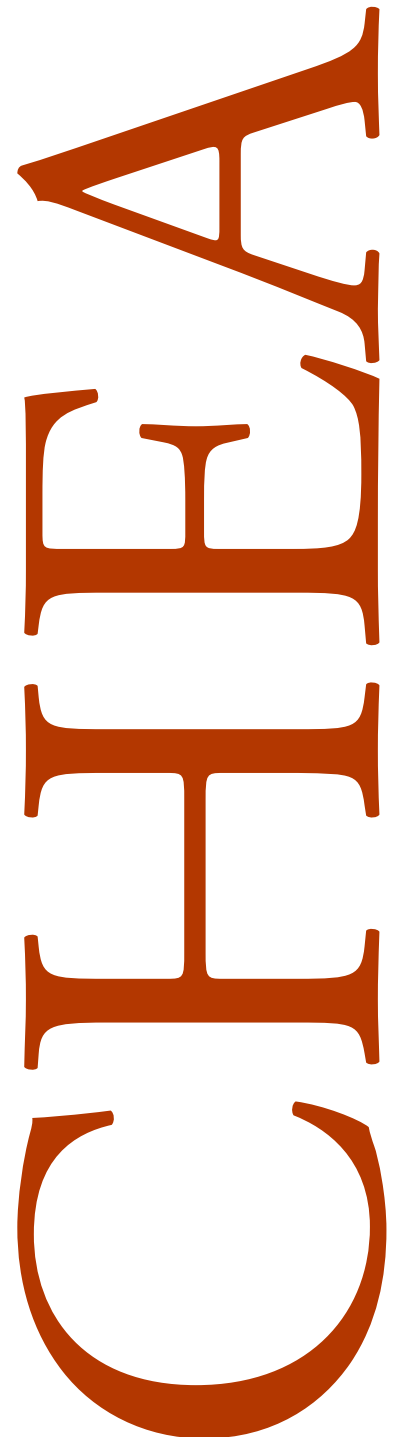
APPENDIX L

**Council for
Higher Education
Accreditation**

A Statement to the Community:
Transfer and the Public Interest

*This statement, prepared by the Council for
Higher Education Accreditation Committee
on Transfer and the Public Interest, is addressed
to institutions, accreditors and national higher
education associations seeking to maintain and
enhance conditions of transfer for students.*

November 2000



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A Statement to the Community: Transfer and the Public Interest

In December 1998, the Council for Higher Education Accreditation (CHEA) convened a Committee on Transfer and the Public Interest to examine the role of transfer in higher education. This committee attempted to define the responsibilities of national, regional and specialized accreditors as they work with colleges and universities to assure quality in a changing environment for transfer. This statement, the result of the committee's efforts, is addressed to institutions, accreditors and national higher education associations seeking to maintain and enhance conditions of transfer for students. Transfer issues are not simple, new or easily resolved. This statement seeks to energize the ongoing national conversation about transfer decision-making, setting into motion a more open and accountable transfer process.

"Transfer" as used here refers to the movement of students from one college, university or other education provider to another and to the process by which credits representing educational experiences, courses, degrees or credentials are accepted or not accepted by a receiving institution. The classic form of transfer is vertical transfer, which is to say movement from a two-year college to a four-year college.

Why Examine Transfer at This Time?

Higher education is experiencing a significant change in how students attend college and who provides higher education. Both can have profound effects on students and their opportunities to transfer successfully. The challenge is to make transfer as efficient and effective as possible for those students who have had courses or educational experiences comparable to those offered for credit by the receiving institution. Sound transfer policy and practice, maintaining institutional and accrediting standards, is part of higher education's commitment to students.

Transfer in higher education is more varied and pervasive now than it used to be. In addition to vertical transfer, students now pursue horizontal transfer as they move from one two-year college to another or from one four-year institution to another. Many students now attend more than one institution at a time, and accordingly face issues not previously seen when they seek to transfer credits. Online courses and courses taken in other countries pose yet another set of issues.

Even more students will seek transfer as "new providers" of higher education (e.g., virtual institutions and corporate providers) and distance learning programs offered by traditional providers increase their enrollments. Accreditors and the colleges will have to find new and better ways to meet the need for transfer services.

Among the key indicators of these changes:

- the majority of 1996 baccalaureate graduates attended at least two colleges and universities;
- many students taking distance learning courses are enrolled in another institution different from the distance learning providers;
- students attending corporate universities and certain unaccredited institutions are seeking to transfer their coursework to accredited institutions;
- increasing numbers of virtual institutions and corporate providers are forming partnerships with traditional providers to offer courses and programs; and
- increasing numbers of students are enrolling in foreign institutions and seeking to transfer credits into American colleges and universities.

Finally, proposals for innovative practices pose new ways to manage credit accumulation and transfer (e.g., third-party verification of transfer credits, electronic storage of and instant access to transfer credits for purposes of review). As these new methods of managing transfer transactions gain prominence, they may well influence how transfer decisions are made.

All of these indicators suggest that higher education is changing in ways that make transfer more important to more students and at the same time more complex.

Making Transfer Decisions: Roles and Responsibilities to Assure Quality

Institutions, accreditors and national higher education associations play significant roles and sustain important responsibilities in the transfer process. Each has responsibilities with regard to quality assurance and fairness.

The Role and Responsibilities of Institutions. Colleges and universities are ultimately responsible for decisions about the admission of transfer students and the acceptance or non-acceptance of credits earned elsewhere. Typically, academic faculty and student affairs professionals (working within the framework of faculty rules and standards) determine the transferability of courses and programs. Institutions must balance responsiveness to students' preferences about transfer with institutional commitment to the value and quality of degrees or other credentials.

The Role and Responsibilities of Accreditors. Institutional (national and regional) accreditors have policies and standards that, in turn, call on institutions and programs to develop and maintain clear transfer policy and practices. Accreditors have expectations, for example, that degree requirements for native students be consistent with those that apply to transfer students. Specialized (programmatic) accreditors often have policies or standards to address transfer, with particular attention to admissions practices and assuring equitable treatment for transfer students.

Accreditors are responsible for assuring that institutional transfer practices are consistent with accreditation standards and policies on transfer. They are responsible for maintaining effective communication among accrediting organizations as a means to meet students' needs in the transfer process while also sustaining quality.

The Role and Responsibilities of National Higher Education Associations. For many years, institutions and accreditors have based their scrutiny of transfer primarily on three criteria contained in the 1978 Joint Statement on Transfer and Award of Academic Credit developed by three national higher education associations. These criteria are:

- the educational quality of the sending institution;
- the comparability of credit to be transferred to the receiving institution; and
- the appropriateness and the applicability of the credit in relation to the programs offered by the receiving institution.

National higher education associations lead the ongoing national conversation about transfer. They work with agencies of the federal government to address transfer issues that reach the level of national public policy, and they provide a national voice for assuring that students are well served by transfer practices that meet students' needs while also sustaining the quality of the system itself.

Criteria for Transfer Decisions

CHEA believes that the three criteria of quality, comparability, and appropriateness and applicability offered in the 1978 Joint Statement remain central to assuring quality in transfer decision-making. The following additional criteria expand this list and are offered to assist institutions, accreditors and higher education associations in future transfer decisions. These criteria are intended to sustain academic quality in an environment of more varied transfer, assure consistency of transfer practice and encourage appropriate accountability about transfer policy and practice.

Balance in the Use of Accreditation Status in Transfer Decisions. Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution. While acknowledging that accreditation is an important factor, CHEA believes that receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. Students should have reasonable explanations about how work offered for credit is or is not of sufficient quality when compared with the receiving institution and how work is or is not comparable with curricula and standards to meet degree requirements of the receiving institution.

Consistency. Institutions and accreditors need to reaffirm that the considerations that inform transfer decisions are applied consistently in the context of changing student attendance patterns (students likely to engage in more transfer) and emerging new providers of higher education (new sources of credits and experience to be evaluated). New providers and new attendance patterns increase the number and type of transfer issues that institutions will address—making consistency even more important in the future.

Accountability for Effective Public Communication. Institutions and accreditors need to assure that students and the public are fully and accurately informed about their respective transfer policies and practices. The public has a significant interest in higher education's effective management of transfer, especially in an environment of expanding access and mobility. Public funding is routinely provided to colleges and universities. This funding is accompanied by public expectations that the transfer process is built on a strong commitment to fairness and efficiency.

Commitment to Address Innovation. Institutions and accreditors need to be flexible and open in considering alternative approaches to managing transfer when these approaches will benefit students. Distance learning and other applications of technology generate alternative approaches to many functions of colleges and universities. Transfer is inevitably among these.

Finally, CHEA is committed to working with other national higher education associations to convene a group of higher education leaders to address emerging issues for transfer and to develop additional tools and sound practices that can assist institutions as they manage transfer. This national conversation should include attention to how higher education's future will differ from its past and, above all, our responsibilities to students in an increasingly mobile, fast-paced and international environment.

Approved by CHEA Board of Directors, September 25, 2000

Appendix

This appendix contains brief descriptions of methods of managing transfer available in addition to institutional transfer decision-making. It includes a description of transfer and credit equivalency as determined by the American Council on Education's (ACE's) Center for Adult Learning and Educational Credentials, the Servicemembers Opportunity Colleges' (SOC) approach to transfer oversight, and a profile of statewide articulation policies. It also includes a description of the most common method of determining levels of transfer activity or "transfer rates" as developed by the Center for the Study of Community Colleges.

Transfer and Credit Equivalency (American Council on Education)

Colleges and universities are not the sole providers of teaching and learning in higher education. Students can and do receive education and training from a variety of sources including the military, the workplace, apprenticeship and training programs and indigenous high school advanced placement programs. To help institutions reach judgments about how to treat such education for transfer purposes, ACE's Center for Adult Learning and Educational Credentials operates programs to determine credit equivalencies for various modes of extra-institutional learning. Virtually every higher education admissions office has the following two references, both of which are published by ACE:

- ***The National Guide to Educational Credit for Training Programs***

This guide evaluates formal educational programs and courses offered by organizations for their employees, members, or customers and makes college credit recommendations accordingly. These organizations include business and industry, labor unions, professional and voluntary associations, schools, institutes, and government agencies. In addition, the guide contains credit recommendations for courses offered by home-study schools that are accredited by the Distance Education and Training Council.

- ***The Guide to the Evaluation of Educational Experiences in the Armed Services***

This guide evaluates and makes credit recommendations for formal educational programs and courses offered by the United States armed services. The guide also makes credit recommendations for Military Occupational Specialties (MOS). In addition, this guide is available in an online searchable format.

Credit by Examination

ACE evaluates examinations published by a variety of organizations and has recommended college credit for students who are successful in passing them. The more prominent examinations include: the ACT Proficiency Examination Program (PEP); Regents' College Examinations; the College Board's Advanced Placement (AP) Program; the College Board's College-Level Examination Program (CLEP); and the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST) Program. The examinations cover a wide spectrum of the subject matter taught in higher education.

In practice, the majority of higher education institutions accept the examinations for credit in one form or another. Institutions may have varying standards for acceptance and applicability toward the student's academic program. However, the examinations have been an integral and accepted component of the transfer process for many years. To assist the colleges and universities in making credit decisions, ACE publishes the *Guide to Educational Credit by Examination* that reviews the content and psychometric properties of these

tests and industry certification examinations. Specific credit recommendations are included based on student scoring levels and overall performance.

Servicemembers Opportunity Colleges (SOC)

Servicemembers Opportunity Colleges (SOC) is a consortium of about 1,400 institutions dedicated to helping servicemembers and their families get college degrees. SOC is committed to ensuring that students who are in the military do not have to repeat classes unnecessarily and can achieve their degree goals, rather than just accumulate course credit as they move from place to place. To be a member of SOC, institutions must agree to:

- a) design transfer practices that minimize loss of credit and avoid duplication of coursework;
- b) limit the amount of coursework that students must take at a single college to no more than 25 percent of degree requirements;
- c) award credit recommended by the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* for military training and experience when applicable to servicemembers' degree programs; and
- d) award credit for at least one of the nationally recognized testing programs, such as the College Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSST), or the Regents College Examinations (RCE).

SOC also maintains "degree networks" of approximately 130 institutions that agree to a guaranteed transfer system among network members. SOC publishes transferability tables containing those courses that have been identified by degree network institutions as guaranteed to be accepted for transfer. SOC publishes *Credit Education Supplements* that match ACE-recommended credit for military service school courses and occupations with course requirements within the network degree systems. Credit-matching information for national test programs is also provided.

Statewide Articulation Policy

Ignash and Townsend surveyed the fifty states in Spring 1999 to determine which had a statewide articulation agreement, when the agreement was developed, what the agreement included, what sort of communication methods were used to provide information to students and how the agreement was evaluated for effectiveness. Forty-three states responded with usable results. The following table describes types of transfer covered by state policy and the percentage of undergraduates covered by the statewide agreements in the thirty-four states.

State*	Type of Transfer Covered by State Policy							Percentage of Undergraduate students covered by statewide articulation agreement	
	2- to 4-year	2 to 2	4 to 4	4 to 2 (reverse transfers)	Publics Only	Publics and private non-profit	Publics and private for profit	Publics	Privates
Alabama	X	X	X	X	X			100%	0%
Arizona	X							100%	
Arkansas	X	X	X	X	X			100%	
California	X	X	X			X	X	100%	75%
Colorado	X				X			31%	0%
Connecticut	X	X	X	X		X			
Florida	X	X	X			X	X	100%	5%
Georgia	X	X	X	X	X			100%	0%
Hawaii	X	X	X	X	X			100%	0%
Idaho	X	X	X	X		X		100%	50%
Illinois	X	X	X	X		X	X	100%	60-65%
Indiana								100%	0%
Iowa	X							100%	0%
Kansas	X				X			100%	0%
Kentucky	X	X	X	X	X			100%	0%
Louisiana	X	X	X	X	X			100%	0%
Maryland	X	X	X	X	X			100%	0%
Massachusetts	X				X				
Mississippi	X	X			X			100%	0%
Missouri	X	X	X	X	X			100%	
Montana	X	X	X	X	X				
Nevada	X				X			98%	
New Mexico	X	X	X	X	X			100%	0%
North Dakota	X	X	X	X		X	X	100%	60%
Ohio	X	X	X	X	X			100%	0%
Oklahoma	X	X	X	X	X			100%	0%
Oregon	X				X			100%	
Rhode Island	X		X	X	X			100%	0%
South Dakota	X		X					100%	
Utah	X	X	X	X	X		X**		
Virginia	X				X			100%	
Washington	X					X			
West Virginia	X	X	X	X	X			100%	
Wyoming	X				X			100%	
Total "yes"	33	21	22	19	23	7	4		

*Percentage includes regionally accredited private institutions only.

**Some voluntary compliance among the major, for-profit private institutions.

Source: Ignash, J.M., and B.K. Townsend, (forthcoming 2001). "Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues," Table 9.1: Institutions, Sectors, and Percent of Undergraduates Included in Statewide Articulation Policies. Included in Townsend, B.K., and S. Twombly, eds. "Community Colleges: Policy in the Future Context." *Educational Policy in the 21st Century, Volume 2*. Westport, Connecticut: Albex Publishing.

Transfer Rate *(Two-Year to Four-Year Institutions)*

Since 1989, the Center for the Study of Community Colleges has been collecting data on transfer using the definition, “All students entering the two-year college in a given year who have no prior college experience and who complete at least 12 college credit units within four years of entry, divided into the number of that group who take one or more classes at an in-state, public university within four-years.” The data show that approximately 22 percent of the entrants who receive 12 credits matriculate at a university. This is assuredly an undercount because the definition omits those who take longer than four years to transfer, who transfer to an independent university, or who transfer out of state. The data regarding numbers of students transferring are remarkably consistent when aggregated nationwide over time. Using data from the National Longitudinal Study of the High School Graduating Class of 1972, for example, Adelman reported that “1 out of 5 individuals who attend two-year colleges eventually attends a four-year college.”

Another way of looking at the community college contribution to students attaining the baccalaureate is by conducting retrospective studies, examining the transcripts of baccalaureate recipients to see how many transferred credits from community colleges. Here the figures usually show that between 30 and 60 percent of the people obtaining degrees from public universities have some community college courses on their record.

The national averages mask the wide variation in transfer rates among states and among colleges in the same state. The range between states is from 11 to 40%, but the range within the state may be from 4 percent to more than 50 percent. Some of the reasons for the wide interstate disparity are related to the history and structure of higher education within a state. Where the two-year colleges were organized as branch campuses of the state university, the transfer rates are high; where they began as technical institutes emphasizing trade and industry programs, the transfer rates are low. Deviations from the norm appear also in states where transfer to independent universities is a prominent feature of the higher education system. Transfer rates among colleges in the same state show wide variation because of local conditions, including community demographics and college proximity to a university campus. However, one conclusion seems clear: transfer rates within a college, college system, or state change little from year to year. They are embedded in institutional histories and circumstances. Most colleges draw the same types of students from the same secondary schools year after year. And they send the same proportion of them on to the same universities. The only trends affecting that situation are massive shifts in community demographics (rare phenomena) or long-term, well-funded occupational programs designed for specific local industries, again, rare phenomena.

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APPENDIX M

From Community Colleges: Policy in the Future Context,
ed. Barbara K. Townsend and Susan B. Twombly
(Westport, Conn.: Ablex Publishing, 2001)

Chapter 9

Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues

Jan M. Ignash and Barbara K. Townsend

As we enter the 21st century, it may be difficult to imagine that transfer and articulation are still key policy issues in higher education. After all, the literature on higher education has been occupied with these issues since at least 1956, when Bird's chapter in *The Public Junior College* discussed the concept of *transfer shock* (although he did not call it that) and provided evidence that the grades of transfer students were approximately the same as those of native students and of students transferring from other four-year institutions (cited in Kintzer, 1996, p. 5). So why are transfer and articulation still major policy issues in most states? Why don't all states have statewide articulation agreements? Are two-year and four-year colleges fundamentally incapable of developing strong transfer policies and articulation agreements unless they are pushed to do so by legislative mandate or governing board action? In those states that have managed to implement strong transfer policies and articulation agreements, what are the components of their policies and agreements?

This chapter takes a national perspective in examining the major policy issues still facing states as they attempt to build better articulation agreements for all undergraduates at public and private institutions, including students transferring among multiple institutions (called *swirling*) and those transferring from four-year to two-year colleges (called *reverse transfers*). Most of the implications and recommendations presented in this chapter draw upon the results of a survey of statewide articulation agreements conducted during spring 1999. This survey was designed to provide current (1999) information on how many states have statewide articulation agreements and, of those that do, to assess how strong those agreements are.

The purpose of this chapter is threefold: to describe the history and current status of state-level transfer and articulation agreements, to identify a core of principles that mark strong agreements, and to project emerging trends and policy issues that states will need to address as they work on articulation. The chapter is divided into four sections. The first section reviews pertinent literature in the field relating to articulation and transfer policy issues. The second section presents the research questions and the methodology of the national study of state-level articulation agreements. Results of the survey of 43 responding states are presented in the third section. Some emerging trends and policy implications are presented in the final section, with recommendations for states interested in improving existing articulation agreements.

The terms *transfer* and *articulation* are used frequently throughout this chapter. The difference between these two terms is perhaps most easily perceived as one between the “who” and the “what.” Transfer refers to student flow among institutions and programs—the “who.” When we talk about *transfer rates*, for example, we are concerned with the percentage of students that transfer among institutions or sectors. Articulation refers to courses and programs—the “what.” Cohen and Brawer (1996) define articulation as the movement of “students’ academic credits from one point to another” (p. 205). Articulation agreements can be developed for individual courses, or chunks of a program such as a block of integrated and sequenced nursing courses, or an entire degree. Articulation encompasses transfer and is “the entire range of processes and relationships involved in the systematic movement of students interinstitutionally and intersegmentally throughout postsecondary education” (Kintzer & Wattenbarger, 1985, p. iii).

STATE-LEVEL INTEREST IN DEVELOPING TRANSFER POLICIES AND ARTICULATION AGREEMENTS: PAST AND PRESENT

While it may seem that the state role in promoting transfer of students and articulation of programs has always been important, in the mid-1980s, the role was less evident. A monograph published by Kintzer and Wattenbarger in 1985 provided a comprehensive look at articulation as a state-level phenomenon (Kintzer & Wattenbarger, 1985). The authors described four basic patterns of articulation and transfer within the 50 states: (1) formal and legally based guidelines and policies mandated by law or a higher education master plan (8 states at the time of Kintzer and Wattenbarger’s study); (2) policies within a state system that provide general direction for the transfer process and less so for articulation services (25 states); (3) voluntary cooperation among institutions (28 states); and (4) special agreements for the transfer of vocational and technical course credit (just a few states) (Kintzer, in 1996, p. 8).

Dorothy Knoell’s 1990 monograph, *Transfer, Articulation, and Collaboration: 25 Years Later*, published five years after Kintzer and Wattenbarger’s anal-

ysis, compared the differences in articulation and transfer conditions in the early 1960s to the mid-1980s. Knoell examined four general dimensions of two-year to four-year transfer and articulation issues: (1) the role of state legislatures and agencies in all aspects of facilitating transfer and articulation, including funding; (2) the feasibility of voluntary statewide transfer and articulation compared to agreements developed by groups or pairs of two- and four-year colleges; (3) the involvement of faculty compared to other college administrators and advisors in articulation; and (4) the incidence of special funding for transfer and articulation activities (Knoell, 1990, p. 11). Because state governing or coordinating boards for higher education were not established in most states in the early 1960s, it is not surprising that Knoell found that most efforts to promote transfer and articulation were institution-driven. By the mid-1980s, the emphasis shifted to system-wide transfer and articulation policies that were often directed by legislatures or state boards of higher education.

This state-level interest in articulation and transfer has only become stronger since the mid-1980s, largely because of increasing perceptions, held by our nation's leaders as well as the general public, that a better educated populace is a necessity for everyone. Several recent surveys of opinion leaders and the general public have indicated an increasing belief in the importance of higher education and an affirmation of the U.S. tradition of broad access to higher education. In a February 1998 survey of 700 Americans, Immerwahr (1998) found that "a college education has taken on the status that a high school diploma had a number of years ago" and that the importance of higher education had increased in the last five years (p. 3). The general public also believes that a college education is not only beneficial for the individual, in helping to achieve a middle-class lifestyle, but also for the local economy, in helping to provide employers with educated workers (Immerwahr, 1998, pp. 3-4). These results were corroborated in a state-level survey of 654 Illinois residents and 40 opinion leaders during fall 1998, in which 94 percent of the residents and 98 percent of opinion leaders who participated in the survey agreed that "[g]etting a college education is more important than it was 10 years ago" (Parsons, DeGrush, & Johnson, 1998, Table 12). Another study, conducted by Immerwahr (1999) for the National Center for Public Policy and Higher Education, surveyed 601 of the nation's leaders in government, business, and education and found that 64 percent believed that the nation can never have too many college graduates. Even more of the leaders (73 percent) believed that their own state needed more college-educated workers to attract more high-tech business (p. 2). The report quoted one survey respondent who said: "The purpose of higher education has really changed. We are no longer educating an elite population, but instead building a usable body of skills for the society as a whole" (p. 2). Further, the study found that the leaders believed that it was "essential to insure that higher education is accessible to every qualified and motivated student" (p. 5).

Results of several other national and state surveys also indicate that the general public and opinion leaders also feel that access to an undergraduate, four-

year education is a public need and a social good, as opposed to graduate education, which is viewed as more of an individual need and a privilege. In a series of telephone surveys conducted in Illinois during fall 1998, researchers found that 71 percent of residents supported investing any new state dollars in undergraduate education, rather than graduate or professional education. Moreover, 93 percent of the opinion leaders agreed. Several opinion leaders stated that graduate education benefits the individual and is discretionary, whereas undergraduate education is more fundamental and necessary to the state's well-being (Illinois Board of Higher Education [IBHE], 1998, pp. 3, 7; see also Harvey & Immerwahr, 1995, pp. 4-8, 13-16). In another study, Immerwahr (1998) found that only 49 percent of the 700 respondents in his survey believed that the vast majority of people who are qualified to go to college have the opportunity to do so (p. 7). While this percentage is an improvement from the 37 percent of respondents in 1993 who believed that qualified Americans have access to college, these results indicate that half of Immerwahr's respondents were still concerned about access. And the greatest concern was about students from low-income families, those students most likely to begin their collegiate careers at community colleges and then transfer to four-year institutions. Immerwahr (1998) also reported that "when people are feeling better about access, their overall attitudes about higher education are more positive," but when people are worried about access, educators are likely to hear the calls for more radical reform efforts (p. 6).

These studies point out the intense interest by the nation's leaders and the general public in promoting access to four-year undergraduate degree programs. These findings are consistent with the growing impatience of many states with the slow progress in addressing the barriers that impede student flow between two- and four-year degree programs. No better evidence of this is needed than the fact that 15 states have developed or improved statewide articulation agreements since 1995.

PRINCIPLES FOR A STUDY OF STATE-LEVEL ARTICULATION

In assessing national progress in improving transfer and articulation, it is important to identify a core of common principles that seem to be critical in developing strong state-level articulation agreements. We drew on the literature on transfer and articulation as well as some existing state policies to develop seven principles we believe to form a basis for what constitutes good articulation. As a group, these principles provide a core of indicators on which to assess the strength of a particular state's articulation agreement.

Principle #1: Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs. Transfer has traditionally been thought of as going in one direction, upwardly vertical, whereby students flow from the community colleges to four-

year colleges and universities. However, there are several other possible transfers, and these patterns are becoming increasingly common. For example, in May 1997, the Illinois Board of Higher Education reported that little more than half (54 percent) of in-state transfer students followed the traditional pattern from community colleges to four-year institutions. Almost one in five (19 percent) were "reverse transfers," that is, students who transferred from either a public or private four-year institution to a community college (IBHE, 1997b, p. 1). About 13 percent of undergraduate students nationwide are reverse transfers (Townsend, 1999). Over one quarter (27 percent) of the Illinois in-state transfer students transferred from a two-year college to another two-year college, from one private institution to another, or from a public four-year college or university to another (IBHE, 1997b, p. 1).

Illinois is not unusual among states in documenting an increase in non-traditional transfer patterns. Cohen and Brawer (1996) noted that "Articulation . . . covers students going from high school to college; from two-year colleges to universities and vice versa; double-reverse transfer students, who go from the two-year college to the university and then back again; and people seeking credit for experiential learning as a basis for college or university credit" (pp. 205–206).

In short, four-year colleges are not just receiving transfers from two-year colleges. Four-year colleges are also sending transfers to two-year colleges and, sometimes, later receiving back these same transfers. Thus it is just as important for the four-year sector to have strong articulation agreements in place as it is for the two-year sector.

Principle #2: Transfer students should be treated comparably to "native" students by the receiving institution. In their 1985 study, Kintzer and Wattenbarger found that policies at four-year institutions discriminated against transfer students. Problems typically arose from the kinds of courses that were counted in transfer, students being "shut out" of the majors they wanted, and university staff evaluating the community college courses for credit-worthiness without input from the community college staff (pp. 40–41).

A number of states have policies stipulating that transfer and native students be treated the same. In Texas, for example, although no statewide articulation agreement exists per se, state agency regulations do provide fairly explicit directions for transfer agreements and note that a college or university can adopt its own admission standards or grading policies "so long as it treats transfer students and native students in the same manner" (Texas Higher Education Coordinating Board, THECB Rules and Regulations, Section 5. 401, [on-line] Available: <http://www.thecb.state.tx.us/rules/rulemain.htm>). In Illinois, the Board of Higher Education policy on undergraduate education stated, "Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of

students who entered the baccalaureate institution as first-time freshmen" (Illinois Board of Higher Education, 1994, p. 19). The Missouri Coordinating Board of Higher Education (1998) recently published its *Principles of Good Practice for Transfer and Articulation*, which included this statement: "The transfer process should treat both native and transfer students equally" (p. 1).

Principle #3: Faculty from both two-year and four-year institutions have primary responsibility for developing and maintaining statewide articulation agreements. As the content area experts, faculty should develop articulation agreements. In her comparative study of transfer and articulation in 11 states, Knoell (1990) found that "[i]ncreasing faculty participation in articulation activities at the state, regional, and local levels is having positive effects on the transfer process in ways that go beyond the agreements that are reached" (p. 72). Cohen and Brawer (1996) note that since the beginning of the 20th century, the predominant view in higher education has been that the faculty, "as independently functioning practitioners, should have the power to define the curriculum" (p. 324). They also stress that "All curriculum must, in the end, be based on knowledge" (p. 327). Who better than the faculty, then, to develop statewide articulation agreements? Legislators, state agency staff members, and college and university administrators do not have the same depth and breadth of knowledge in a field as do the content area experts in that field. A number of states support this principle. Florida, for example, has established a process that uses the Articulation Coordinating Committee to bring together faculty within a field to review courses for the state's common course numbering system. Over 600 faculty from Florida's public community colleges and universities have been involved in the initial development of articulation agreements for their respective subjects. Faculty also participate in course review committees to ensure that any course submitted by an institution for inclusion into the statewide agreement is an 80 percent match to the statewide course outline (Connie Graunke, personal communication, June 24, 1999). Hawaii's policies include the statement that faculty will be directly involved in developing the articulation agreement "since they are the most knowledgeable as to what constitutes degree-level competencies and comparable coursework" (University of Hawaii, 1998, p. 3).

Principle #4: Statewide articulation agreements should accommodate those students who complete a significant block of coursework (such as the general education requirements) but who transfer before completing the associate's degree. Many students today transfer before completing their associate's degree, at least in states where regulations do not prohibit them from doing so. In their 13-state study, Palmer, Ludwig, and Stapleton (1994) found that only 37 percent of community college transfer students completed their associate's degree before transferring. State-level articulation agreements need to be crafted with students' actual transfer patterns in mind. For example, Illinois Board of Higher Education policies expect institutions in that state to consider that "[s]tudents admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any regionally accredited Illinois college or university prior to

transfer should be granted credit in lieu of the receiving institution's all campus, lower-division general education requirement for an associate or baccalaureate degree" (IBHE, 1997a).

Principle #5: Articulation agreements should be developed for specific program majors. The general education portion of an Associate of Arts degree normally comprises 12 to 13 courses, approximately 40 semester credit hours. For students who are completing an associate degree to transfer as juniors, they need to have completed some of the coursework in their program major. Programmatic articulation agreements among institutions for students who are majoring in the liberal arts and sciences have been commonly developed for several decades. Less common are agreements developed in the more occupationally-oriented fields, although a few states are beginning to tackle program articulation here as well. Idaho, in particular, has made progress in achieving Associate in Applied Science (A.A.S.) degree articulation. Recently, the Idaho State Board of Education redesigned the A.A.S. degree to include 16 credits of general education from the academic campus. Efforts are also underway in Idaho to identify the transfer of complete and partial A.A.S. degrees, as well as the transfer of the general education portion of A.A.S. degrees. In Florida, in 1998 the legislature passed Senate Bill 1124, requiring statewide articulation of the Associate in Science (A.S.) degree (called an A.A.S. degree in other states) to bachelor's degrees. Agreements have been developed for *career ladders* in the more technical fields of electronic engineering technology, radiologic sciences, and hospitality management, with discussions still continuing for agreements in nursing, business, and computer sciences.

Principle #6: A state's private institutions should be included in statewide articulation agreements. In states with a strong history of private higher education, private colleges and universities need to be included in any statewide articulation agreement. At the very least, in all states the largest private institutions should be included in statewide articulation agreements. For example, 15 out of over 100 private four-year institutions in Illinois enroll over 75 percent of all the undergraduates who attend private institutions in that state. For Illinois's articulation initiative to be strong, these institutions must be included.

Principle #7: A statewide evaluation system should monitor the progress and completion of transfer students. Most statewide articulation efforts are both time-consuming and costly. Legislatures and the public can logically be expected to ask, "How are we better off now that we have a statewide articulation agreement?" Also, for states to improve upon existing agreements, officials need to conduct systematic evaluations of how well these agreements are functioning. At a minimum, the system should provide the number of transfer students by sector and by program major, the percentage of students who transferred without loss of credit, and the time-to-degree of transfer students, compared to native students, by program major. If results indicate that there are problems, qualitative studies should be conducted to discover why.

SURVEY OF STATE-LEVEL ARTICULATION AGREEMENTS

These seven principles provide the framework for our study of current state-level articulation agreements. We wished to answer the question, "Of those states with statewide articulation agreements, how many have developed strong articulation agreements?" We rated the strength of a state's articulation agreement by evaluating it in terms of the seven principles, as follows. Strong statewide articulation agreements should include various transfer patterns (two-year to four-year, two-year to two-year, four-year to four-year, and four-year to two-year) between two- and four-year public and private institutions (Principles 1, 2, and 6), require considerable faculty involvement from both two- and four-year sectors (Principle 3), include both general education and program major transfer components (Principles 4 and 5), and have a systematic method of evaluating the effectiveness of the articulation agreement plan (Principle 7).

In spring 1999 we sent a brief survey questionnaire that asked states whether they had a statewide articulation agreement, when the agreement was developed, what the agreement included, which students and institutions the agreement covered, what sort of communication methods were used to inform students, and what evaluation mechanisms were used to assess the effectiveness of the agreement. The survey was sent via E-mail to the executive directors of state higher education agencies listed in the 1999 SHEEO (State Higher Education Executive Officers) directory and also to directors of community college state agencies.

Forty-four states responded, although one of these (Minnesota) did not answer enough of the survey for the results to be usable and is thus classified as a nonresponding state. The other nonresponding states were Alaska, Nebraska, New Hampshire, New Jersey, North Carolina, and Vermont.

THE RESULTS

Of the 43 states fully responding to the survey, 34 (79 percent) reported that they had developed a statewide articulation agreement. The 9 states without a statewide agreement were Delaware, Maine, Michigan, New York (both the City University of New York [CUNY] and the State University of New York [SUNY] systems), Pennsylvania, South Carolina, Tennessee, Texas, and Wisconsin.

Among the remaining 34 states with statewide articulation agreements, there was considerable variation in the types of transfer, the types of institutions, and the percentage of undergraduates covered by the agreements (see Table 9.1). If a state's agreement reflects Principle 1, "Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of undergraduate education," one would expect to see transfer patterns that included reverse transfers as well as the more traditional two-year to four-year transfer pattern. If a state's agreement reflects Principle 6, one would expect a sizable

Table 9.1
Institutions, Sectors, and Percent of Undergraduates Included in Statewide
Articulation Agreements ($n = 34$)

State*	Type of transfer covered by state policy							Percent of Undergraduate students covered by statewide articulation agreement?	
	2- to 4-year	2 to 2	4 to 4	4 to 2 (reverse transfers)	Publics only?	Publics & private, non-profits?	Publics & private, for profits?	Publics?	Privates?
Alabama	X	X	X	X	X			100%	0%
Arizona	X							100%	
Arkansas	X	X	X	X	X			100%	0%
California	X	X	X			X	X	100%	75%*
Colorado	X				X			31%	0%
Connecticut	X	X	X	X		X			
Florida	X	X	X			X	X	100%	5%
Georgia	X	X	X	X	X			100%	0%
Hawaii	X	X	X	X	X			100%	0%
Idaho	X	X	X	X		X		100%	50%
Illinois	X	X	X	X		X	X	100%	60-65%
Indiana								100%	0%
Iowa	X							100%	0%
Kansas	X				X			100%	0%
Kentucky	X	X	X	X	X			100%	0%
Louisiana	X	X	X	X	X			100%	0%
Maryland	X	X	X	X	X			100%	0%
Massachusetts	X				X				
Mississippi	X	X			X			100%	0%
Missouri	X	X	X	X	X			100%	
Montana	X	X	X	X	X				
Nevada	X				X			98%	
New Mexico	X	X	X	X	X			100%	0%
North Dakota	X	X	X	X		X	X	100%	60%
Ohio	X	X	X	X	X			100%	0%
Oklahoma	X	X	X	X	X			100%	0%
Oregon	X				X			100%	
Rhode Island	X		X	X	X			100%	0%
South Dakota	X		X					100%	
Utah	X	X	X	X	X		(X**)		
Virginia	X				X			100%	
Washington	X					X			
West Virginia	X	X	X	X	X			100%	
Wyoming	X				X			100%	
Total "Yes"	33	21	22	19	23	7	4		

*Percentage includes regionally accredited private institutions only.

**Utah reported some voluntary compliance among the major, for-profit private institutions.

portion of the private institutions to be participating in the agreement and a substantial portion of private college undergraduates to be covered in the statewide agreements. Table 9.1 shows that the traditional pattern of public community college to public four-year college or university is still the dominant one. Substantially fewer states addressed articulation among two-year colleges ($n = 21$), among four-year colleges ($n = 22$), or in a reverse pattern from four-

year colleges to community colleges ($n = 19$). In addition, most states had crafted agreements for the public sector only. Just 7 of the 34 states with statewide articulation agreements included (in-state) private, nonprofit colleges. Four of these 7 also included private, for-profit institutions. Of the states with agreements with private institutions, only 4 states (California, Idaho, Illinois, and North Dakota) reported that a substantial portion of the undergraduate student population enrolled in private institutions were covered.

The second measure of the strength of statewide articulation agreements, as stated in Principle 3, concerns the extent to which faculty are involved in developing the agreements. On the survey questionnaire, respondents were asked to rate how extensively faculty were involved in developing the statewide agreement. Options included "very involved," "somewhat involved," "not very involved," and "not at all involved." Table 9.2 shows that 20 of the 32 states (63 %) responding to this question reported that faculty were "very" involved in developing these agreements.

Principle #4 addresses the need for articulation to allow students who transfer before completing the associate's degree to do so without losing credits. Conversely, students who wish to complete an associate degree in a specific major should be able to know what courses in their associate degree program will transfer to ensure they can transfer without loss of credit. Principle 5 addresses the need for articulation agreements in specific program majors. Table 9.3 shows the number of states in which statewide articulation agreements address one or several of the "chunks" of a program that students can complete before transferring. Of the 34 states reporting a statewide agreement 23 indicated there was one or more associate degrees designated as a degree that would automatically transfer to all four-year public state institutions. In a few states this degree was the Associate in Arts (A.A.) degree only. Other states designated additional degrees, with the A.S. being the most typical. Only two states (Louisiana, Virginia) have designated the A.A.S. degree, which is usually explicitly identified as a nontransfer degree (e.g., Tennessee). Twenty-two states have statewide requirements for general education, which means the state stipulates either the number of credit hours without suggesting subjects or stipulates that a student needs a specified number of credits in some suggested subjects. Twenty-four states have developed a common core of general education for all state schools. In almost all these states, the general education core follows the distribution model, whereby students have to complete a certain number of credits in specified areas distributed among the arts and sciences. Only 7 states have agreements specifying statewide requirements for program majors, and 13 have common course numbering or a similar system to identifying equivalent courses across sectors. Only 3 states, Florida, Georgia, and Oklahoma, have agreements specifying any kind of achievement testing, and only Florida and Georgia use the achievement tests as "rising junior" examinations. Before students, both transfer and native, can be admitted to junior class standing, they must pass this exam.

The final measure on which states were asked to provide information about

Table 9.2
Extent of Faculty Involvement in Statewide Articulation Agreements ($n = 32^*$)

State	Faculty involvement?			
	Very Involved	Somewhat Involved	Not Very Involved	Not At All Involved
Alabama			X	
Arizona	X			
Arkansas		X		
California	X			
Colorado	X			
Connecticut	X			
Florida	X			
Georgia	X			
Hawaii**	X (programs)	X (overall)		
Idaho		X		
Illinois	X			
Iowa		X		
Kansas		X		
Kentucky	X			
Louisiana**	X	X		
Maryland**	X (gen. ed.)	X (B.S. Tech.)		
Massachusetts		X		
Mississippi		X		
Missouri	X			
Nevada			X	
New Mexico	X			
North Dakota	X			
Ohio	X			
Oklahoma	X			
Oregon			X	
Rhode Island	X			
South Dakota		X		
Utah	X			
Virginia		X		
Washington			X	
West Virginia	X			
Wyoming	X			
Total	20	11	4	

*Thirty-two of the 34 states with statewide articulation agreements responded to this question.

**Three respondents gave two answers ("Very" and "Somewhat Involved"), depending on the component being articulated.

the strength of their statewide articulation agreements concerned evaluation. Principle 7 addresses the need for evaluation of statewide articulation agreements in order to assess how well the agreements are working and to remedy any weaknesses. Table 9.4 lists the states and the type of evaluation activity underway. States are not listed if they did not respond, did not know, or (in two cases) if the response was unintelligible. Only 13 states reported any type of evaluation, although 6 indicated that data-driven efforts were being planned. Of those states conducting evaluations, 6 had data-driven, systematic evaluation efforts, such as Georgia's statewide follow-up reports on transfer students, California's intersegmental computer program that evaluates transfer activity, and Colorado's accountability indicators, set by the Colorado Commission on Higher

Table 9.3
Transfer Components Included in Statewide Articulation Agreements (n = 34)

State	Transfer Components Specified in Statewide Articulation Agreements							
	Associate degrees (names)	Requirements for general education	Common general education core ¹	Requirements for majors	Common course numbering—or equivalent	Achievement testing program	"Rising Junior" exam for transfer students	"Rising Junior" exam for native students
Alabama		X	X					
Arizona	X (AA, AS, ABus.)	X	X	X				
Arkansas		X	X					
California		X	X		X			
Colorado	X (AA, AS)	X	X		X			
Connecticut	X	X	X					
Florida	X (AA)	X ²		X	X	X	X	X
Georgia	X (AA, AS)	X	X	X	X	X	X	X
Hawaii	X (AA)							
Idaho	X (AA, AS)	X	X		X			
Illinois			X	X	X			
Indiana			X (other)					
Iowa	X (AA)							
Kansas	X (AA, AS)	X	X					
Kentucky			X		X			
Louisiana		X	X		X			
Maryland	X (AA, AS, & AAS for BS Tech.)	X	X	X (BS Tech. only)				
Massachusetts	X		X					
Mississippi	X			X				
Missouri	X (AA)	X	X					
Montana		X	X					
Nevada	X (AA, AS, AB)	X						
New Mexico	X ³		X					
North Dakota	X ³	X	X		X			
Ohio	X (AA, AS)	X	X	X				
Oklahoma	X (AA, AS)	X	X					
Oregon	X (AA Transfer)	X ⁴			X	X		
Rhode Island ⁵								
South Dakota	(slated for 1999-2000)	X			X			
Texas ⁶								
Utah	X	X	X		X			
Virginia	X (AA, AS, AA&S)							
Washington	X (AA)	X	X					
West Virginia	X		X					
Wyoming					X			
Total	23	22	24	7	13	3	2	2

¹All general education requirements are "distribution requirements" (e.g., specified number of credits in English, humanities, natural sciences, social sciences, sciences), unless otherwise indicated.

²Other general education transfer arrangements: Florida specifies that 36 credit hours of general education are transferable but does not dictate in which subjects. New Mexico specifies transfer modules in broad areas of 64 credit hours, but not associate degrees.

³North Dakota has transfer agreements for nursing ladders and degrees in construction and industrial technologies.

⁴In Oregon completion of the general education program at the sending institution satisfies the general education component at the receiving institution.

⁵Rhode Island publishes a Transfer Guide for students that is distributed annually to academic advisors at all public institutions.

⁶While Texas does not have a statewide articulation agreement per se, the state agency in Texas does identify subject matter parameters for 36 of the 42 general education credit hours in communication, math, social sciences, natural sciences, and humanities. The state agency then asks institutions to identify the courses that are equivalent to the state's transfer guide and leaves it up to the institutions to comply.

Table 9.4
Type of Evaluation of Statewide Articulation Agreements ($n = 17^*$)

Type of Evaluation of Statewide Articulation Agreements		
Data driven efforts underway ($n = 6$)	Data driven efforts planned ($n = 6$)	Anecdotal evaluation ($n = 7$)
California	Arizona	Mississippi
Colorado	Illinois	Missouri**
Florida	Kentucky	North Dakota
Georgia	Missouri**	Oklahoma**
Hawaii	Oklahoma**	Rhode Island
New Mexico	Utah	Virginia
		Wyoming

*Seven states did not answer the survey and 10 states reported that they do not have statewide articulation agreements. Of the remaining 34 states, half (17 states) reported that no evaluation efforts were underway or did not answer the question.

**Missouri and Oklahoma's responses fit two categories.

Education for the state legislature, to measure the effectiveness of the articulation agreements. The other 7 states used anecdotal information through feedback from students on the state's Web site or telephone hot line or comments at deans' or academic advisors' meetings to assess the effectiveness of articulation, but they did not use systematic statewide evaluation.

Considered together, summary Tables 9.1 through 9.4 provide the basis for deriving subscores to measure the overall strength of state's articulation agreement (see Table 9.5). Using a technique recommended in Miles and Huberman (1984) for cross-site analysis, we developed a format that allows for a rapid evaluation of each case and for comparison between cases (p. 163). Each subscore for each state on the five variables of transfer directions, sectors, transfer components, faculty involvement, and evaluation is derived from the richer description of summary Tables 9.1 through 9.4.

Each variable is assessed on its strength using a 5-point scale, from "strong" (●), to "fairly strong," (◐), to "moderate" (◑), to "fairly weak" (◒), to "weak" (○). Rather than use a numerical scale of 1 to 5, the authors chose to use the symbols. Using a numerical scale might imply that one can average the numbers to come up with a final numerical score and then rank order all 50 states. Using symbols, however, allowed us to group states according to strength of their articulation agreements, without implying a precise individual ordering.

The first column of the sub-score, labeled "Transfer Directions" in Table 9.5, shows how many transfer patterns were included in the state's articulation agreement. If a statewide agreement only covered transfers between two-year colleges, the agreement is considered weak (○). If an agreement covered two- to four-year college transfers, it is considered "traditional" or normal (◑). If a state included two-year to two-year, four-year to four-year, and traditional two-year to four-year transfers, it is considered above average on transfer (◐). States in which articulation agreements covered both traditional and reverse transfers are considered strong (●).

Table 9.5
Site-Ordered Descriptive Meta-Matrix: Summary of Strength of State-Level
Articulation ($n = 43$ states)

State	Articulation Agreement Sub-Scores					Overall Score
	Transfer Directions	Sectors	Transfer Components	Faculty Involvement	Evaluation ¹	
Alabama	●	●	●	○	○	●
Arizona	○	●	●	●	●	●
Arkansas	●	●	●	●		●
California	●	●	●	●	●	●
Colorado	○	●	●	●	●	●
Connecticut	●	●	●	●	○	●
Delaware*	○	○	○	○	○	○
Florida	●	●	●	●	●	●
Georgia	●	●	●	●	●	●
Hawaii	●	●	○	○	●	●
Idaho	●	●	●	○		●
Illinois	●	●	●	●	○	●
Indiana	○	●	○	○	○	○
Iowa	○	●	○	○		○
Kansas	○	●	○	○		○
Kentucky	●	●	●	●	○	●
Louisiana	●	●	●	●		●
Maine*	○	○	○	○	○	○
Maryland	●	●	●	●		●
Massachusetts	○	●	●	○		○
Michigan*	○	○	○	○	○	○
Mississippi	○	●	●	○	○	○
Missouri	●	●	●	●	●	●
Montana	●	●	○			○
Nevada	○	●	○	○		○
New Mexico	●	●	○	●	●	●
New York*	○	○	○	○	○	○
North Dakota	●	●	●	●	○	●
Ohio	●	●	●	●		●
Oklahoma	●	●	●	●	○	●
Oregon	○	●	○	○		○
Pennsylvania*	○	○	○	○	○	○
Rhode Island	●	●	○	●	○	○
South Carolina*	○	○	○	○	○	○
South Dakota	○	●	●	●		○
Tennessee*	○	○	○	○	○	○
Texas*	○	○	○	○	○	○
Utah	●	●	●	●	●	●
Virginia	○	●	○	○	○	○
Washington	○	●	○	○		○
West Virginia	●	○	○	●	○	●
Wisconsin*	○	○	○	○	○	○
Wyoming	○	○	○	●	○	○

¹Blank cells indicate that the state representative did not answer this question or did not know the answer.

*These 9 states do not have statewide articulation agreements. They do have voluntary agreements between two or more institutions. Seven other states did not respond to the survey: Alaska, Minnesota, Nebraska, New Hampshire, New Jersey, North Carolina, and Vermont.

The second column of the subscore, labeled "Sectors," refers to whether the statewide agreement covered both public and private sectors of higher education (see Table 9.1). States that included only public institutions or covered undergraduates enrolled only in the public sector are considered normal or "moderate," (◐), while states that included at least half of the undergraduates enrolled in the private sector are considered "strong" (●).

The "Transfer Components" column uses the results in Table 9.3 to measure whether the state's articulation agreement covered only degrees, which was the most restrictive type of agreement (◐), or covered general education requirements and/or a general education common core in the agreement (●). This latter type of statewide agreement is considered stronger than agreements based solely on receipt of the associate degree because so many community college students transfer before earning that degree. Agreements that address general education components are more flexible and inclusive. If a common course numbering (CCN) system was also part of the statewide agreement, the agreement is considered stronger yet (●); this is because CCN systems allow even greater flexibility in transfer since students can transfer courses, rather than entire components or degrees. Finally, if the state's agreement included specific agreements for many individual program majors as well as general education, that agreement is considered strong (●).

The fourth column in the subscore, "Faculty Involvement," shows ratings from weak to strong, based on whether the state responded that the faculty was "very involved" (●), "somewhat involved" (◐), or either "not very involved" or "not at all involved" (◐).

The last measure to be included in the subscore, "Evaluation," shows whether the state used systematic, data-driven evaluation to monitor and improve statewide articulation (●), whether such data-driven efforts were planned (◐), whether the state relied on anecdotal information from students or the campuses to assess how well articulation was proceeding (◐), or whether no evaluation efforts were underway or planned (◐). In cases where state officials gave two responses to a question, the stronger of the two responses was chosen.

In order to illustrate clearly which states have strong statewide articulation agreements, Table 9.6 groups them in clusters according to the strength of their overall articulation agreements, rather than alphabetically, as in Table 9.5. For a state to be considered "strong" in its statewide articulation agreement, it needed to show that it was "strong" (●) in at least three categories and no weaker than "moderate" (◐) in a fourth category or "strong" in two categories and no weaker than "fairly strong" in the other two. (The fifth category "Evaluation," while vitally important, is not included in assessing the strength of a state's current articulation agreement because so many states have developed or refined statewide articulation agreements since 1995 and are just now beginning to discuss the need for effective evaluation.) Of the 43 responding states, 5 (California, Georgia, Illinois, North Dakota, and Ohio) are revealed to have developed

Table 9.6
Strength of Statewide Articulation Agreements ($n = 43$ states)

Strength of Statewide Articulation Agreement		
Strength of Articulation	States	
Strong (●)	California	
	Georgia	
	Illinois	
	Ohio	
	North Dakota	
Fairly Strong (◐)	Arizona	
	Connecticut	
	Florida	
	Idaho	
	Kentucky	
	Louisiana	
	Maryland	
	Missouri	
	New Mexico	
	Oklahoma	
	Utah	
	West Virginia	
Moderate (◑)	Alabama	
	Arkansas	
	Colorado	
	Hawaii	
	Iowa	
	Kansas	
	Massachusetts	
	Mississippi	
	Montana	
	Nevada	
	Oregon	
	Rhode Island	
	South Dakota	
	Virginia	
	Washington	
	Wyoming	
Fairly Weak (◓)	Indiana	
Weak or No Articulation (○)	Delaware*	
	Maine*	
	Michigan*	
	New York*	
	Pennsylvania*	
	South Carolina*	
	Tennessee*	
	Texas*	
	Wisconsin*	

*These states do not have a statewide articulation agreement.

“strong” statewide agreements that pay attention to all or most of these principles.

For a state to be considered “fairly strong,” the state needed to show that it was “strong” (●) in at least two categories and no weaker than “moderate,” (◑) in the other two categories. Twelve states have “fairly strong” agreements (Arizona, Connecticut, Florida, Idaho, Kentucky, Louisiana, Maryland, Missouri, New Mexico, Oklahoma, Utah, and West Virginia).

In the next group, states that had “moderate” agreements were at least “moderate” (◑) in three of the first four categories. The 16 states in this category were Alabama, Arkansas, Colorado, Hawaii, Iowa, Kansas, Massachusetts, Mississippi, Montana, Nevada, Oregon, Rhode Island, South Dakota, Virginia, Washington, and Wyoming.

Only one state, Indiana, had a “fairly weak” (⊖) articulation agreement. The state agency in Indiana sets policies for the different campuses of the seven public institutions, including recommendations for a 30-credit transferable general-education core, but these recommendations do not apply cleanly across the entire state. At three public institutions (Indiana University, Purdue University, and Ball State University), the core general education requirements are program specific. At the other four public institutions, the core general education requirements are campus specific.

Finally, nine states did not have a statewide articulation agreement, although they did have voluntary agreements between two or more institutions. These states (Delaware, Maine, Michigan, New York, Pennsylvania, South Carolina, Tennessee, Texas, Wisconsin) were considered “weak” (○) in articulation.

RECOMMENDATIONS FOR STATE-LEVEL IMPROVEMENT OF TRANSFER AND ARTICULATION

We conclude our examination of state-level articulation agreements with some recommendations for policy makers to consider if they wish to improve transfer and articulation in their states.

1. States without a state-level policy need to assess whether one is needed. Students who have transferred or are considering transferring should be a primary source of data in making this assessment. If the decision is made not to pursue having a state-level articulation agreement, the rationale for this decision needs to be made available to citizens of the state as well as to those interested in studying transfer and articulation.

2. In states with articulation agreements, policy makers need to ensure that the agreements take into account students’ “transfer swirl.” A limitation of a number of these policies is that they seem based upon a dated assumption about student transfer, namely that it occurs in one direction only—upwardly vertical or from the two-year college to the four-year college. However, the reality is that transfer occurs in several directions and is not just upwardly vertical. Therefore, policies should address not just transfer from the two-year to the four-year sector, but also transfer within sectors and from the four-year to the two-year sector (reverse transfer).

3. Similarly, tying transfer to completion of the associate degree(s), designated as the transfer degree(s), may be unrealistic, given that many community college students transfer to another institution (which could be a two-year or a four-year school) before they complete the A.A. degree (Cohen & Brawer, 1996). Statewide articulation agreements need to facilitate student transfer with an agreed-upon general education core and at other appropriate points *before* completion of the associate’s degree.

4. Private (nonprofit) institutions need to be included in statewide articulation agreements, especially in states with a strong private sector.

5. Given the growth of the for-profit (proprietary) sector of higher education,

policy makers need to consider including for-profit institutions (at least the degree-granting ones) in state-level articulation agreements.

6. Faculty need to be involved, not only in the development of statewide articulation agreements, but also in their maintenance. Several states (e.g., Hawaii) have clearly stated that the faculty are the most knowledgeable about curriculum and need to be directly involved in developing articulation agreements.

7. Ongoing, formal evaluation of the overall effectiveness of a state's articulation agreement is vital. The evaluation should have a two-pronged purpose: formative, so as to improve existing agreements, and summative, to indicate how well the policy is working. Again, students should be consulted as part of the evaluation process.

EMERGING ISSUES

Additionally, we see several emerging curricular developments that merit policy makers' consideration in developing or revising state-level articulation agreements: (1) interdisciplinary courses, (2) a competency-based approach to general education, and (3) dual credit programs.

Interdisciplinary general-education courses have existed since the beginning of the 20th century, with Columbia's survey courses in contemporary civilization as prime examples (Levine, 1978). They continue in popularity today, especially with the growth of interdisciplinary studies during the 1960s and 1970s. Interdisciplinary courses most commonly combine subject categories in the arts and sciences, such as history and literature or political science and economics. Less frequently, interdisciplinary courses will combine liberal arts and sciences subject matter with more applied or occupational subject matter, as in a building construction class that includes strong components of art appreciation and history. There is a risk that articulation, at both the state and institutional levels, may become overly prescriptive and thus discourage interdisciplinary courses. Articulation agreements need to accommodate interdisciplinary courses. For example, an integrated undergraduate music course that is a two-semester sequence carrying 12 credits each semester and that incorporates theory, harmony and keyboard skills, and aural skills could be given its own course number designation that would allow for transfer credit for what typically amounts to three 4-credit-hour courses.

The creation of interdisciplinary courses would be encouraged by the development of a statewide, competency-based general-education program. All the states with a common general education core follow the distribution model, which tends to preclude interdisciplinary courses because they are hard to fit into what is essentially a discipline-based model. However, as of 1999, Missouri is developing general education goals and competencies for its public colleges, as part of its revision of the general-education component of its transfer and articulation policy. Once the goals and competencies are agreed upon, each college is to develop a 45-hour general block addressing these goals and com-

petencies. Institutional distinctiveness and autonomy can be manifested in each block because each college is directed to respect another institution's general education block and accept it in toto. If a student transfers before completing one institution's general education block, the receiving institution will determine which competencies the student still needs to fulfill.

A primary assumption behind the development of this approach to general education is that most students will complete the general education block before they transfer since doing so is to their advantage. If this assumption proves erroneous, Missouri may find that a competency-based approach to general education undermines student transfer because of institutional disagreements about which competencies students have achieved if they have not completed the entire block. Missouri's pioneer efforts bear watching and evaluating.

A more established curricular trend than competency-based general education is the development of dual credit or dual enrollment programs. As Girardi and Stein indicated in Chapter 8, states have permitted the development of these programs during the past two decades in order to facilitate a seamless student transition from high school to college. Dual credit programs involve a partnership between a high school and a higher-education institution (two-year or four-year) to offer courses for which high school students can receive both high school and college credit. Upon graduation from high school, students with dual credit may choose to enroll in the partnership college with some or all of the credits counting toward their college degree. Alternatively, students may "transfer" these credits to another college.

Some colleges have been reluctant to accept dual credit courses offered by other higher-education institutions. In particular, some four-year colleges have been reluctant to accept two-year college dual credit courses. It may be that dual credit courses also need to be addressed in state-level articulation policies.

In sum, the results of our national survey regarding state-level articulation policies show that across the United States, states have indeed made progress in facilitating student transfer, especially among public institutions. Development of these policies is an important step in a state ensuring a seamless transition between and within its higher-education sectors, a transition that can ultimately lead to more state citizens obtaining the baccalaureate. But in no state is the job done. The need for articulation never ends, since curriculum is constantly changing to reflect new knowledge. Policy makers and institutional leaders must continue to work together to develop even better statewide articulation policies.

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APPENDIX N



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Exchanges

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This issue reports on discussions and actions from the February 22-23 Board meeting held at The Lodge on McDonald's corporate campus in Oak Brook, Illinois.

Exchanges provides a means of direct communication with CEOs of affiliated institutions about important Commission policy proposals, actions, and events. Published following each Board meeting—and at other times as needed—each issue includes a fax-back form to encourage quick, informal response. You can send comments through e-mail to specific addresses noted in the various articles or directly to Executive Director Steven Crow, scrow@hlcommission.org. Comments on this or other Commission publications may be sent to Susan Van Kollenburg, Editor, suk@hlcommission.org.

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*Serving the common good
by assuring and advancing
the quality of higher learning*

Transfer of Credit

CHEA (Council for Higher Education Accreditation) recently sent to all institutions its new **Statement on Transfer of Credit**. (www.chea.org/Commentary/transfer/transfer.pdf). It deserves your careful reading. Your Registrar, Deans, and faculty should discuss it as well.

Mobility of student learning is rapidly becoming a matter of public policy, with the potential risk that legislators will legislate avenues of mobility that institutions of higher education refuse to build. When institutional rules about mobility of student learning (transfer of credit) are arbitrary, inconsistently applied, and inadequately explained, it is difficult to defend them primarily on the basis of protecting institutional autonomy in defining and protecting the integrity of its degrees.

The Commission's Board of Trustees, having received the Statement just before its November meeting, voted to endorse it. It also adopted on first reading important amendments to the Commission's current policy on transfer of credit. At its February 23 meeting, the Board adopted the amended policy:

Each institution determines its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from non-U.S. institutions, and from institutions that grant credit for experiential learning and for adult learning programs. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their respon-

continued on page 2

2001 Annual Meeting

It's not too late to register for the 2001 NCA Annual Meeting, which will be held March 31–April 3 at the Hyatt Regency Chicago. The theme of this year's meeting is **Serving the Common Good: New Designs in Higher Education**. The program features five pre-conference workshops and more than 100 general program sessions and events. Last year's meeting was attended by approximately 2,700 representatives from more than 750 higher education institutions and organizations, and we are expecting a greater turnout this year.

The Program for Presidents of Affiliated Institutions scheduled for Sunday, April 1. This program explores the role of presidential leadership in strengthening the effectiveness of the accreditation process and provides opportunities for presidents to share ideas about the future of the Commission with members of the Board of Trustees. Newly-appointed presidents or those new to The Higher Learning Commission (NCA) are in-

vited to attend a special breakfast session for recently-appointed presidents of affiliated institutions (sponsored by The Hunter Group) to kick off this year's Program for Presidents. Those attending the Program for Presidents may stay on for the full meeting at a discounted rate. Information and forms are available on the Commission's web site (www.ncahigherlearningcommission.org/2001AnnualMeeting/) or by calling (800) 621-7440, ext. 115. ♦



TRANSFER OF CREDIT

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siveness to new types of learning opportunities outside institutions of higher education. (I.C.6)

Almost weekly staff receive calls from students, parents, and institutional officers about the Commission's "rules on transfer of credit." Frequently students and parents believe they have been told that the institution's accreditation agency prevents acceptance of credits from non-regionally accredited institutions. Too frequently, institutional officers simply assume that they are limited to accepting credits earned at regionally-accredited colleges and universities.

For at least two decades, Commission policy has placed the responsibility on the institution to develop, explain, and implement its own transfer policies. In fact, during the 1980s, the policy consisted of the first phrase of the first sentence of the current policy. To make clear that the Commission did not expect the predominate standard to be regional accreditation, the policy was amended in the late 1980s to include the rest of that first sentence.

CHEA's work and our weekly telephone calls suggest that old practices simply become imbedded, often in outdated and unreviewed institutional policies and practices and in unchallenged interpretations given by individual faculty or deans. Therefore, the Board has added the newest sentences to the Commission's policy. Because none of us are anxious to have evaluation of transfer practices become a central aspect of the accreditation process, institutional attention to their transfer policies and practices is vitally important. ◇

Best Practices in eLearning

The Council of Regional Accrediting Commissions (C-RAC) over the past year has drafted, vetted, and redrafted two basic documents related to regional accreditation and distance learning, particularly distance learning using the Internet as the primary or sole means of delivery. At its February meeting, the Board of Trustees studied the final documents, adopted them, and called on staff to develop programs through which

their use will be interpreted. The documents are available on the Commission's web site (www.ncahigherlearningcommission.org/resources/electronic_degrees/), or will be mailed to you on request.

Through the various iterations, the two documents shifted emphasis in two fundamental ways: (1) the emphasis of the overarching "Statement" shifted from language that appeared to highlight common evaluation standards across regions to language about fundamental commitments shared by the regional associations; and (2) the lengthy list of hallmarks of effective eLearning, although somewhat amended in response to many comments, became "best practices" rather than "Guidelines for Evaluation."

One of the shared commitments is to provide useful assistance to institutions as they contemplate or move into the new electronic educational environment. The "Best Practices," then, serve as one of the most important efforts to provide that assistance. We heard over and over from those experienced with eLearning and those new to it that the document created by C-RAC and the Western Cooperative for Educational Telecommunication (WCET) was very helpful because of its thoroughness and detail. We also heard that if it was inadvertently turned into accrediting standards in the hands of teams, it would involve accrediting agencies in micromanagement of all institutional eLearning activities.

The Commission and its staff welcome both documents. The Statement undoubtedly will be used less by institutional faculty and staff engaged in eLearning, but all senior administrators should find in it very important commitments from all regional associations. ◇

New Policies

Policies—First Read, Comment Sought

The Board adopted on first reading two policies related to the Commission's capacity to conduct cooperative visits with other institutional and specialized accrediting agencies. The revisions are meant to create new possibilities for such visits. The Board will return to these on June and welcomes

your observations and comments. These policies will be posted on our web site at www.ncahigherlearningcommission.org/resources/polrev/.

Policies Adopted

The Commission mounted on its web site the policies adopted in November for first reading. At the February meeting, the Board reviewed each policy separately, made a few minor amendments, and formally adopted them. Perhaps the most important result of this policy making was the creation of a new appeals process for the Commission and a new set of policies on conflict of interest.

As a result of the independent incorporation achieved last year, it was necessary for the Commission to establish an appeals process to replace the one that was located with the North Central Association. The grounds of appeal have not changed, but the body hearing the appeal and the processes for receiving the appeal are.

As higher education escapes boundaries of campuses and states, we have concluded that our old conflict of interest policies were based on assumptions no longer useful to us. For example coming from the same state no longer seemed as problematic in many situations as sharing in a multi-state collaborative effort. Therefore, the new conflict of interest policies define the ultimate goal of assuring "impartial and objective decisions." While the Commission, through a new Confirmation of Objectivity form, will define some clear ground for conflict, it also calls on those involved in Commission decision-making processes to measure their capacity for objectivity against other "potential" conflicts of interest.

Other policies revisions included shortening dramatically the current policy on size of teams, establishing a policy for "verification visits" (e.g., those conducted at the request of an institution to fulfill a requirement from another agency), defining "advisory visits" that can be conducted to inform Commission decision-making, and clarifying the document that contains the official record of Commission action.

The above policies can be found on our web site at www.ncahigherlearningcommission.org/resources/policies/. ◇

